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THE COMMONWEALTH OF MASSACHUSETTS

ANNUAL ACCOUNTABILITY REPORT FOR VOCATIONAL EDUCATION

FOR FISCAL YEAR 1982

JULY 1, 1983

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TABLE OF CONTENTS

Page

I. Introduction 1

II. Compliance with Federal Funding Requirements 3

III. Program Expenditures and Enrollments 8

IV. Federal Programs 34

V. Analysis of the Distribution of Funds for Fiscal Year 1982 91

VI. Equal Access under Massachusetts and Federal Laws 103

VII. Results of Vocational Education Act (VEA) and Comprehensive Employment and Training Act (CETA) Coordination 107

VIII. Participation of Local Advisory Councils 113

IX. Summary of Secondary Program Evaluation 116

X. Use of Funds for Postsecondary and Adult Programs 129

Appendices

LIST OF TABLES

TABLE PAGE

1 Compliance with Federal Funding Requirements.................... 4

2 Estimated Expenditures for Fiscal Year 1982..................... 9

3 Overall Statewide Enrollments in Occupational Programs by Major Program Area and Level.................................. 11

4 Chapter 74 Secondary Enrollments and Completers by Detailed Program Area and Type of School District....................... 12

5 Chapter 74 Postsecondary Day Enrollments and Completers by Detailed Program Area and Type of School District.............. 16

6 Community College Day School Enrollment and Completers by Detailed Program.. 19

7 Non Chapter 74 Secondary Enrollments by Major Program Area...... 23

8 Other Postsecondary/Adult Public School Enrollments by Major Program Area... 25

9 Community College Continuing Education Enrollments by Major Program Area... 26

10 Priority Populations Served in Chapter 74 Secondary Programs.... 27

11 Student Follow-up... 29

12 Use of Federal Funds to Meet Program Needs in Fiscal Year 1982.. 35

13 Report of Estimated Enrollments in P.L. 94-482 Programs by Program Category.. 38

14 Planned vs. Actual Allocations FY 82............................ 55

15 Areas of Short-range Local Planning Activity Concerned with Program Improvement... 82

16 Program Improvement Grants Funded in F.Y. 1982.................. 85

17 Summary of F.Y. 1982 Teacher Training Activities................ 90

LIST OF TABLES (continued)

TABLE PAGE

18 Relative Financial Ability Index........ 94

19 Concentration of Low Income Individuals Index........ 95

20 Combined Index........ 96

21 Process for Arriving at Allocations for Eligible Recipients........ 97

22 Per Pupil Allocations........ 98

23 Funding Source Index and Pupil Count Used In Allocations........ 100

24 Funding Levels and Other Factors........ 102

25 Female Enrollment Changes in Selective Secondary Vocational Schools (SSVS) for Fiscal Years 1978-1982........ 106

26 Comparative Date of CETA Office Operations for Fiscal Years 1981 and 1982........ 112

27 Local Advisory Council Membership Composition and Representation.. 115

28 Evaluation Content Areas........ 116

An accounting of the distribution of funds during FY 1982 is reported on the following pages. The contents of each section are briefly outlined below:

SECTION	
I.	Introduction
II.	As part of the state's compliance with federal funding requirements, fiscal 1982 expenditures are compared with fiscal 1981 expenditures. The amount spent on priority programs is shown, and a breakdown of state and local expenditures is given.
III.	Projected enrollments and expenditures were designed to meet the employment needs of business, industry and labor. Expenditures and enrollment figures are graphically illustrated in this section.
IV.	Programs funded under Public Law 94-482 are included in this section
V.	The formulas for allocating federal funds are defined and illustrated.
VI.	The plan to ensure equal vocational opportunities for both sexes is outlined. Changes of female enrollment in selective vocational schools are illustrated.
VII.	Section VII reports the use of CETA funds as well as the coordination efforts between the Vocational Education Act and the Comprehensive Employment and Training Act.
VIII.	Section VIII describes the activities of the Local Advisory Council and reports membership figures by region.
IX.	The evaluation process is discussed, and examples of various kinds of vocational programs are described. Finally, examples of the use of evaluation to improve vocational programs are given.
X.	Among the uses of postsecondary funds were training programs for various adult populations including unemployed teachers, displaced homemakers, and incarcerated individuals.

I. INTRODUCTION

The Commonwealth of Massachusetts through the State Board of Education presents this Annual Accountability Report for Occupational Education for Fiscal Year 1982, which ends on June 30, 1982. This report complies with the provisions of the Vocational Education Amendments of 1976 Public Law 94-482, the Vocational Education Act of 1963, and supplementary amendments, laws and regulations. This report is also prepared for the citizens of the Commonwealth.

As stated in the Board of Education's 1976 Policy Paper, Policy on Occupational Education, Occupational Education "should provide students with the skills, knowledge, and attitudes necessary to determine and achieve fulfilling career goals."

Section 108 (a) (1), Public Law 94-482, mandates that any state desiring to receive funds under the Act shall submit to the Secretary, United States Department of Education a three year program plan and annual accountability report for each of the fiscal years included in the five-year State Plan.

An accounting of the distribution of funds during FY 1982 is reported on the following pages. The contents of each section are briefly outlined below:

SECTION	
I.	Introduction
II.	As part of the state's compliance with federal funding requirements, fiscal 1982 expenditures are compared with fiscal 1981 expenditures. The amount spent on priority programs is shown, and a breakdown of state and local expenditures is given.
III.	Projected enrollments and expenditures were designed to meet the employment needs of business, industry and labor. Expenditures and enrollment figures are graphically illustrated in this section.
IV.	Programs funded under Public Law 94-482 are included in this section
V.	The formulas for allocating federal funds are defined and illustrated.
VI.	The plan to ensure equal vocational opportunities for both sexes is outlined. Changes of female enrollment in selective vocational schools are illustrated.
VII.	Section VII reports the use of CETA funds as well as the coordination efforts between the Vocational Education Act and the Comprehensive Employment and Training Act.
VIII.	Section VIII describes the activities of the Local Advisory Council and reports membership figures by region.
IX.	The evaluation process is discussed, and examples of various kinds of vocational programs are described. Finally, examples of the use of evaluation to improve vocational programs are given.
X.	Among the uses of postsecondary funds were training programs for various adult populations including unemployed teachers, displaced homemakers, and incarcerated individuals.

II. COMPLIANCE WITH FEDERAL FUNDING REQUIREMENTS

The purpose of this section is to report the use of funds in terms of total expenditures, minimum percentages, and matching requirements. Compliance with the provisions of P.L. 94-482, Sections 1 to 8 (b) (2) (A), calls for the state to maintain its fiscal effort on either a per student basis or an aggregate basis compared to the amount expended in the previous year.

The figures in Table 1 illustrate the Commonwealth's support of vocational programs and the amount spent on priority programs. Total federal funds awarded for vocational education are $16,485,144, while state and local vocational expenditures are $213,593,483.

TABLE 1

COMPLIANCE WITH FEDERAL FUNDING REQUIREMENTS

I Maintenance of Effort

	State/Local Expenditures
FY 1981	$223,671,673
FY 1982	213,593,483
Difference	(10,078,190) (4.5%)

II. Setaside Percentages

	FY82 Estimated Expenditures	Estimated Actual % of Total Subparts 2 & 3	Required %
Handicapped (110A)	$1,313,354	10.1%	10%
Disadvantaged:			
Limited English (110B2)	261,167	2%	
Other (110B1)	2,509.551	19.3%	
Total Disadvantaged	2,771,218	21.3%	20%
Post Secondary/Adult(110C)	2,222,524	17.1%	15%

Limited English Proficient Population Ages 15-24
÷ Total Population Ages 15-24 = 2%

Limited English Proficient Expenditures
÷ Total Disadvantaged Population = 9.4%

III. Matching Requirement

Fy82 State/Local Expenditures	FY82 Federal Award	TOTAL
$213,593,483	$16,485,144	$230,078,627
92.8%	72%	

or

13 to 1 (State/local to federal)

Table 1 (continued)

IV. Breakdown of State/Local Expenditures

Program and activities supported in whole or in part by state and local funds used to match federal funds and for maintenance of effort purposes have met the same conditions and requirements as those supported by federal funds.

Estimated Fiscal Year 1982 State/Local Expenditures		Laws/Regulations/Policies Governing Use of State/Local Funds in Accord With Federal Conditions & Requirements
Full-time Occupational Day	$114,434,807	
Disadvantaged (Excess Costs)	$3,503,281	General Laws: Chapters 15, 70 and 74 Board Policy on Occupational Education
Postsecondary/Adult (Chapter 74)	$5,108,329	
Guidance and Counseling	$6,558,096	
Community Colleges	$23,000,000	Joint Policy on Occupational Education
Construction of Vocational Facilities	$9,000,000	Chapter 645 - Acts of 1948 as Amended
Handicapped Vocational (Excess Costs)	$6,133,753	Chapter 766 and Board Policy
Limited English Proficiency (Excess Costs)	$588,865	Chapter 71A and Board Policy
Consumer and Homemaking (Non-Occ)	$14,488,320	Chapter 70 and Board Policy
Industrial Arts	$22,828,729	Chapter 70 and Board Policy
Administration	$7,949,303	
TOTAL	$213,593,483	

$213,593,483 is the Fiscal Year 1982 state and local expenditure for vocational education in the Commonwealth of Massachusetts used as matching and maintenance of effort requirements.

Table 1 (continued)

V. Administrative Expenditures

1. Estimated State Administrative Costs

Estimated State Administrative Costs under sections 120, 130, and 150 at the federal and state levels are listed below.

	Federal	State	Purpose
Section 120	$806,074	$932,310	General Administration Central and Regional Technical Assistance for Vocational Education Programs at local schools.
Full Time Sex Equity	60,000		Activities to eliminate sex discrimination and sex stereotyping.
Section 130	208,267	233,078	Data collection, evaluation of local program planning, and RCU administration.
Section 150	50,458		Technical assistance to local schools.
TOTAL	$1,124,799	$1,165,388	

2. Local Administrative Expenditures

Local administrative costs for local vocational education programs, including administration, planning, and evaluation activities are not reported by separate funding category. Community College administrative expenditures are not included in the figure below.

Funding Categories		Estimated Local Administrative Costs
Section		
120	Regular Vocational/Occupational Programs	
130	Program Improvement and Supportive Services	
140	Special Programs for the Disadvantaged	
150	Consumer and Homemaking Education	

TOTAL LOCAL ADMINISTRATION $6,783,915

Table 1 (continued)

VI. Excess Cost Requirement

Setaside Category	FY 82 Estimated Federal Expenditures	FY 82 State/Local Expenditures
Handicapped	$1,313,354	$6,133,753*
Disadvantaged	2,509,551	3,503,281*
Limited English	261,167	558,865
Postsecondary/Adult	2,222,524	5,108,329

* Note: Excess costs reported by school districts included $8,178,338 and $1,458,696 for handicapped and disadvantaged respectively. However, it is estimated that of the originally reported handicapped excess figure, 25% represents the cost of academic remedial education. This portion of handicapped excess costs has, therefore, been transferred to disadvantaged.

III. PROGRAM EXPENDITURES AND ENROLLMENTS

A. Program Goals

The general goals of the Massachusetts Five Year State Plan for Vocational Education are listed below:

I. Provide equal access to quality vocational education programs in occupational areas related to promising employment opportunities for a greater number of youths and adults especially those who are presently unserved or underserved.

II. Improve the procedures for delivering vocational education in the Commonwealth of Massachusetts.

III. Provide a comprehensive system of administration to manage personnel, facilities, materials, and fiscal resources and to organize the delivery system of vocational education in Massachusetts.

B. Program Enrollments and Expenditures

The results of the State Plan for funding to meet employment needs, in accordance with Section 108 (b) (2) (B) of P.L. 94-482, are summarized in this section. Projected and estimated actual program enrollments and expenditures were designed to meet the employment needs of business, industry, and labor.

The choice of programs and level of resources were based on needs assessments made by local school districts as part of the local planning process on which the State Plan is built. The local planning process consists of determining the vocational education needs of all students, which includes skills training, vocational programs that support skills training, and finally, activities to improve programs.

Table 2 summarizes expenditure data for all major vocational program areas: agriculture, distributive education, health, consumer and homemaking, office, technical, trade and industry, and industrial arts programs. State and local expenditures are broken down by type of program (secondary vs. postsecondary/adult). Federal expenditures are shown separately.

TABLE 2
ESTIMATED EXPENDITURES FOR FISCAL YEAR 1982

Program Area	State & Local Direct Instructional Expenditures By School Districts		Community College State & Local Expenditures	Federal Expenditures (PL 94-482) Classified By USOE Code	Federal Expenditures (P.L. 94-482) For Other Instructional Programs Not Classified By USOE Code:	
	Secondary	Postsecondary/Adult			Category	Amount
01.0000 Agriculture	$ 3,175,721	$ 764,907	$	$ 67,345	Handicapped	$ 849,535
04.0000 Distribution	3,719,895	79,392		375,264	Disadvantaged	1,272,444
07.0000 Health	2,840,804	1,599,043		304,314	Limited English	193,766
09.0100 C/H Non Occ.	14,488,320	Incl. in secondary		614,645	Postsecondary/Adult	38,381
09.0200 C/H Occ. Prep.	2,628,375	396,836	23,000,000	95,346	Balance Subpart 2	999,782
14.0000 Office	26,860,342	Incl. in secondary	(for all program areas combined)	2,512,980	Special Disadvantaged	237,217
16.0000 Technical	2,666,217	1,528,054		603,452		
17.0000 Trades/Industry	72,543,453	740,097		3,131,883		
10.0000 Industrial Arts	22,828,729	-		124,061		
	$ 151,751,856	$ 5,108,329		$ 7,829,290		$ 3,591,125
Secondary Expenditures Not Classified By Program Area	1,966,199					
Total Secondary	$ 153,718,055					
Total Postsecondary/Adult & Community College			$ 28,108,329		$ 11,420,415 Total Federal Instructional Program Expenditures	

Total State & Local Instructional Expenditures
$ 181,826,384

Table 3 shows statewide summary enrollments corresponding to the major program areas of Table 2. These enrollments are further broken down in Tables 4 - 10, as follows:

I. Intensive Skills Training Programs (Which Require Completer/Leaver and Student Follow-up Reporting)

Table	Program Type	LEA Type
4, 10*	Secondary (Chapter 74)	School Districts
5	Postsecondary Day (Chapter 74)	School Districts
6	Postsecondary Day	Community Colleges

II. Other Skills Training Programs

Table	Program Type	LEA Type
7	Secondary	School Districts
8	Postsecondary Evening/Adult (Chapter 74)	School Districts
9	Postsecondary Continuing Education	Community Colleges

Table 11 presents one year student followup statistics for completers of Chapter 74 secondary, Chapter 74 postsecondary day, and community college day associate degree career programs. The average hourly salary was computed for any student who was employed more than 35 hours a week in a related field. Base (in the last column) shows the number of students whose hourly salary was used to compute the average.

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* Table 10 examines access to these Chapter 74 programs by sex, ethnicity, disadvantaged, and handicapped. Total enrollments are reported for students whose first language is not English and limited English proficient students.

TABLE 3

Fiscal Year 1982

OVERALL STATEWIDE ENROLLMENTS IN OCCUPATIONAL PROGRAMS BY MAJOR PROGRAM AREA & LEVEL

	School Districts:		Community Colleges	
Program	Secondary	Post/Sec Adult	Post/Sec Adult	Total
Agriculture	744	340	84	1,168
Distributive	4,595	265	1,015	5,875
Health	2,334	1,502	3,803	7,639
Consumer & Homemaking (Occ Prep & Non-Occ)	19,709	3,204	808	23,721
Office	38,116	2,461	14,245	54,822
Technical	2,265	871	7,008	10,144
Trade & Industry	37,433	6,570	740	44,743
	105,196	15,213	27,703	148,112
Industrial Arts				
Grades 7-8			66,063	
Secondary			57,760	
Total Industrial Arts				123,823
Consumer & Homemaking (Non-Occ Prep) Grades 7-8				48,371
TOTAL STATEWIDE ENROLLMENTS				320,306

TABLE 4

Fiscal Year 1982

CHAPTER 74 SECONDARY ENROLLMENTS AND COMPLETERS BY DETAILED PROGRAM AREA AND TYPE OF SCHOOL DISTRICT

Students, Completers, Number of Programs

	# of Programs				
OE Code and Title	RV	AR	LSD	1981-82 Enrollments	1981-82 Completers
00 Agricultural Production	5	1	1	154	95
00 Agricultural Supplies and Services	1			30	17
00 Agricultural Mechanics	2	1		34	18
00 Ornamental Horticulture	10	2	2	344	143
00 Forestry	2			63	24
00 Other Agriculture			2	36	20
SUBTOTAL AGRICULTURE	20	4	5	661	317
00 Apparel and Accessories			1	118	3
00 Finance and Credit			1	34	2
00 Food Service	2		4	437	76
00 General Merchandising	13	13	55	3758	1647
00 Hotel and Lodging	1		1	24	4
SUBTOTAL DISTRIBUTIVE EDUCATION	16	13	62	4371	1732
01 Dental Assistant	1		1	54	7
99 Medical Lab, Other	1		1	56	2
03 Nursing Assistant (Aide)	8	1	7	595	151
04 Medical Assistant	2			91	15
06 Health Aide	15	1	5	1185	242
02 Dietary Aide	2			54	13
SUBTOTAL HEALTH	29	2	14	2035	430

= Regional Vocational Technical, County Agricultural, and Independent Vocational Districts

= Academic Regional Districts

= Local School Districts (Single City or Town School Districts)

TABLE 4

Fiscal Year 1982

CHAPTER 74 SECONDARY ENROLLMENTS AND COMPLETERS BY DETAILED PROGRAM AREA AND TYPE OF SCHOOL DISTRICT

Students, Completers, Number of Programs

USOE Code and Title		# of Programs RV	AR	LSD	1981-82 Enrollments	1981-82 Completers
0201	Care and Guidance of Children	11	3	10	648	191
0202	Clothing	6		2	304	47
0203	Food Management Production/Services	5		1	602	79
0204	Home Furnishings	1			2	2
0205	Institute and Home Management	3			45	31
0299	Other Occupational Preparation Homemaking			2	316	12
	SUBTOTAL OCCUPATIONAL PREPARATION HOMEMAKING	26	3	15	1917	362
0105	Chemical Technology	1			65	7
0108	Electronic Technology	1			472	33
0109	Electro-Mechanical Technology	1			83	20
0117	Scientific Data Technology	2			127	72
0401	Programmer	16	1	6	1013	261
900	Other Technical Education	4		3	74	105
	SUBTOTAL TECHNICAL	25	1	9	1834	498
0100	Air Conditioning	16		3	509	159
0200	Appliance Repair	5		2	188	51
0301	Body and Fender	23	1	12	1741	360
0302	Auto Mechanics	28	7	24	3967	911
0700	Commercial Art	16		4	840	235
0900	Commercial Photography			1	80	10
001	Carpentry	27	7	19	3073	308
002	Electricity	17	2	8	1046	343

TABLE 4

Fiscal Year 1982

CHAPTER 74 SECONDARY ENROLLMENTS AND COMPLETERS BY DETAILED PROGRAM AREA AND TYPE OF SCHOOL DISTRICT

Students, Completers, Number of Programs

	# of Programs				
OE Code and Title	RV	AR	LSD	1981-82 Enrollments	1981-82 Completers
3 Heavy Equipment	1			45	24
4 Masonry	9			235	67
5 Painting and Decorating	15		5	475	161
7 Plumbing and Pipefitting	21	1	3	860	284
9 Construction and Maintenance Other	11		3	318	120
0 Custodial	3			26	13
0 Diesel Mechanics	5			246	73
0 Drafting	26	3	16	1642	393
0 Electrical	11		10	1563	311
0 Electronics	29	1	20	2158	581
0 Graphic Arts	22	2	20	2392	503
0 Instrumental Maintenance	1			21	3
0 Maritime Occupations	3		1	137	46
2 Machine Shop	26	4	18	3149	753
5 Sheet Metal	13	3	9	1003	199
6 Welding and Cutting	11		4	864	152
99 Metalworking, Other	11		6	529	179
0 Metallurgy			1	29	6
2 Cosmetology	20		9	1247	442
0 Plastics	2		1	73	17
0 Quantity Food	22	3	10	2248	492

= Regional Vocational Technical, County Agricultural, and Independent Vocational Districts

= Academic Regional Districts

= Local School Districts (Single City or Town School Districts)

TABLE 4

Fiscal Year 1982

CHAPTER 74 SECONDARY ENROLLMENTS AND COMPLETERS BY DETAILED PROGRAM AREA AND TYPE OF SCHOOL DISTRICT

Students, Completers, Number of Programs

	# of Programs				
USOE Code and Title	RV	AR	LSD	1981-82 Enrollments	1981-82 Completers
3100 Small Engine	6		4	529	45
3200 Stationary Energy	1		1	103	21
3300 Textile Production and Fabrications	3		2	52	48
3500 Upholstering	4		2	152	36
3600 Woodworking/Cabinetmaking	8	1	11	681	210
990 Other Trade and Industrial			1	1380	6
SUBTOTAL TRADE AND INDUSTRY	416	35	230	33,661	8,062
TOTAL				44,449	11,401

= Regional Vocational Technical, County Agricultural, and Independent Vocational Districts

= Academic Regional Districts

D = Local School Districts (Single City or Town School Districts)

TABLE 5

Fiscal Year 1982

CHAPTER 74 POSTSECONDARY DAY ENROLLMENTS AND COMPLETERS BY DETAILED PROGRAM AREA AND TYPE OF SCHOOL DISTRICT

Students, Completers, Number of Programs

OE Code and Title	# of Programs			1981-82 Enrollments	1981-82 Completers
	RV	AR	LSD		
00 Agriculture Production	1			N/A	35
00 Ornamental Horticulture	1			N/A	40
00 Agriculture Resources	1			N/A	14
00 Forestry	1			N/A	10
00 Other Agriculture	1			N/A	5
SUBTOTAL AGRICULTURE	5				104
00 General Merchandising	3		2	62	6
SUBTOTAL DISTRIBUTIVE EDUCATION	3		2	62	6
01 Dental Assistant	6		2	106	97
03 Dental Lab Technician	1		1	27	6
03 Medical Lab Assistant	1		1	32	10
99 Medical Lab other	1			19	15
02 Practical Nursing	9		5	474	495
03 Nursing Aide	2			9	70
05 Surgical Technician	3		1	27	28
00 Ophthalmic	1			78	17
04 Medical Assistant	7			78	108
06 Health Aide			1	9	16
SUBTOTAL HEALTH	31		10	859	862
					9
SUBTOTAL OCCUPATIONAL PREPARATION					9

= Regional Vocational Technical, County Agricultural, and Independent Vocational Districts
= Academic Regional Districts
= Local School Districts (Single City or Town School Districts)

TABLE 5

Fiscal Year 1982

CHAPTER 74 POSTSECONDARY DAY ENROLLMENTS AND COMPLETERS BY DETAILED PROGRAM AREA AND TYPE OF SCHOOL DISTRICT

Students, Completers, Number of Programs

	# of Programs				
USOE Code and Title	RV	AR	LSD	1981-82 Enrollments	1981-82 Completers
60103 Architectural Technology	2			40	30
60106 Civil Technology	1			30	10
60107 Electrical Technology	1			3	7
60108 Electronic Technology	3		1	57	58
60109 Electro-mechanic Technology	1			24	23
60114 Industrial Technology	3			17	7
60401 Programmer	4		1	251	112
SUBTOTAL TECHNICAL	14		2	422	247
70100 Air Conditioning	1			69	20
70700 Commercial Art	2			82	35
71200 Diesel Mechanics	1			65	17
71300 Drafting	1			84	24
72306 Welding	1			279	14
72602 Cosmetology	3		1	71	80
72900 Quantity Food	3		1	40	56
SUBTOTAL TRADE AND INDUSTRY	12		2	690	246
POSTGRADUATES					
70200 Appliance Repair	N/A	N/A	N/A	4	3
70301 Body and Fender	N/A	N/A	N/A	30	6
70302 Auto Mechanics	N/A	N/A	N/A	134	8
71001 Carpentry	N/A	N/A	N/A	478	3

TABLE 5

Fiscal Year 1982

CHAPTER 74 POSTSECONDARY DAY ENROLLMENTS AND COMPLETERS BY DETAILED PROGRAM AREA AND TYPE OF SCHOOL DISTRICT

Students, Completers, Number of Programs

	# of Programs				
USOE Code and Title	RV	AR	LSD	1981-82 Enrollments	1981-82 Completers
POSTGRADUATES					
007 Plumbing	N/A	N/A	N/A	95	4
400 Electrical	N/A	N/A	N/A	291	4
500 Electronics	N/A	N/A	N/A	136	14
900 Graphic Arts	N/A	N/A	N/A	21	3
02 Machine Shop	N/A	N/A	N/A	256	21
05 Sheet Metal	N/A	N/A	N/A	256	1
00 Textile Products	N/A	N/A	N/A	5	2
00 Cabinetmaking	N/A	N/A	N/A	5	3
00 Other Trade and Industry	N/A	N/A	N/A	319	1
SUBTOTAL POSTGRADUATE				2030	73
TOTAL				4063	1,547

= Regional Vocational Technical, County Agricultural, and Independent Vocational Districts
= Academic Regional Districts
= Local School Districts (Single City or Town School Districts)

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TABLE 6

Fiscal Year 1982

COMMUNITY COLLEGE DAY SCHOOL ENROLLMENTS AND COMPLETERS BY DETAILED PROGRAM

USOE Code and Title	# of Programs Associate Degree	 Certificate	1981-82 Enrollments	1981-82 Completers
010500 Horticulture	2		71	22
SUBTOTAL AGRICULTURE	2		71	22
040200 Apparel and Accessories	1		36	9
040700 Food Services	2		112	7
040800 General Merchandising	4		233	26
041100 Hotel and Lodging	4		415	54
041800 Recreation and Tourism	4	1	81	36
SUBTOTAL DISTRIBUTIVE	15	1	877	132
070101 Dental Assistant	2		34	16
070102 Dental Hygienist	5		224	88
070103 Dental Laboratory Technology	1		23	12
070203 Medical Laboratory Assistant	5		138	58
070301 Nursing (A.D.)	14		1,584	493
070399 Nursing, Other (Surgical)	1		39	16
070401 Occupational Therapy	2		100	26
070402 Physical Therapy	2		89	37
070405 Deafness Interpreter	1		10	12
070501 Radiologic Technology	6		185	51
070502 Radiation Therapy	1		7	2
070503 Nuclear Medicine	2		34	15

TABLE 6

Fiscal Year 1982

COMMUNITY COLLEGE DAY SCHOOL ENROLLMENT AND COMPLETERS BY DETAILED PROGRAM

USOE Code and Title	# of Programs		1981-82 Enrollments	1981-82 Completers
	Associate Degree	Certificate		
070504 Diagnostic Sonography	1		24	9
070701 Environmental Technology	2		145	26
070800 Mental Health Technology	4	1	188	78
070903 Inhalation Therapy	5	1	161	49
070904 Medical Assistant	2		131	51
070907 Medical Emergency Technician	1		19	9
071100 Gerontology	3	1	67	30
SUBTOTAL HEALTH	60	3	3,202	1,078
090201 Care and Guidance of Children	7	1	534	117
SUBTOTAL OCCUPATIONAL PREPARATION	7	1	534	117
140100 Accounting and Computer Occupations	6		523	116
140203 Programmers	7		1,000	214
140299 Other Business Data Processing	8	1	1,093	132
140400 Information Communications Occupations	3		97	20
140700 Stenographic, Secretarial and Related	12	4	2,034	542
140800 Supervisory and Administrative Management	12	2	3,415	610
140801 Administrative Assistant	3		84	80
140900 Typing and Related	1		29	9
SUBTOTAL OFFICE	52	7	8,275	1,723

TABLE 6

Fiscal Year 1982

COMMUNITY COLLEGE DAY SCHOOL ENROLLMENTS AND COMPLETERS BY DETAILED PROGRAM

USOE Code and Title		# of Programs		1981-82 Enrollments	1981-82 Completers
		Associate Degree	Certificate		
160101	Aviation Science	1		47	6
160104	Automotive Technology	3		121	25
160105	Chemical Technology	2		15	0
160106	Civil Technology	3		109	25
160107	Electrical Technology	2		52	13
160108	Electronic Technology	8	1	788	181
160109	Electro Mechanical Technology	4		464	148
160110	Environmental Control Energy Systems	3		173	33
160111	Industrial Technology	1		73	46
160112	Instrumentation Technology	1		67	10
160113	Mechanical Technology	3		30	6
160119	Laser Optics	1		37	12
160152	Biomedical Technology	1		31	15
160153	Laser Optics Technology	1		37	12
160154	Machine Tool Design	1		35	27
160599	Human Services	4	1	423	120
160602	Fire and Safety Technology	4		106	82
160605	Police Science Technology	9		1,074	244
160606	Telecommunications	2		173	45
160609	Journalism	1		3	3
160698	Law Enforcement	2		232	87

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TABLE 6

Fiscal Year 1982

COMMUNITY COLLEGE DAY SCHOOL ENROLLMENTS AND COMPLETERS BY DETAILED PROGRAM

USOE Code and Title	# of Programs Associate Degree	# of Programs Certificate	1981-82 Enrollments	1981-82 Completers
160701 Facilities Engineering	1		5	0
SUBTOTAL TECHNOLOGY	58	2	4,095	1,140
170700 Commercial Art	2		55	16
171300 Drafting		4	104	82
171500 Electronics	2		135	28
171900 Graphic Arts	3		252	51
172302 Machine Shop	1		43	10
172399 Other Metal Working	1		3	2
172602 Cosmetology		1	32	28
SUBTOTAL TRADE AND INDUSTRY	9	5	624	217
GRAND TOTAL . .	203	19	17,678	4,429

TABLE 7

Fiscal Year 1982

NON CHAPTER 74 SECONDARY ENROLLMENTS BY MAJOR PROGRAM AREA

(With Detailed Breakdown for Office Occupational and Consumer/Homemaking)

OCCUPATIONAL PREPARATION PROGRAM

USOE Code and Title	1981-1982 *Detailed Program Enrollment	1981-1982 **Major Program Enrollment
0000 Agriculture		83
0000 Distribution		274
0000 Health Occupations		299
0200 Occupation Home Economics		326
0000: Office Occupations		
140100 Accounting and Computing	5242	
140201 Computer and Console Operations	1019	
140203 Programmers	590	
140299 Other Business Data Processing	588	
140300 Filing, Office Machines	574	
140400 Information, Communication Occupations	386	
140500 Materials Support	16	
140600 Personnel Training and Relations	599	
140700 Steno, Secretarial and Related Occupations	3400	
140800 Supervisory and Administrative Management	274	
140900 Typing and Related Occupations	21366	
149900 Other Office Occupations	4062	
TAL 140000	38116	
0000 Technical Occupations		431
0000 Trade and Industrial		3772
TOTAL OCCUPATIONAL PREPARATION		43301

*Detailed = 2 digit OE Code
*Major = 6 digit OE Code

TABLE 7

Fiscal Year 1982

NON CHAPTER 74 SECONDARY ENROLLMENTS BY MAJOR PROGRAM AREA

(With Detailed Breakdown for Office Occupational and Consumer/Homemaking)

CONSUMER AND HOMEMAKING PROGRAMS (NON OCCUPATIONAL)

USOE Code and Title	1981-1982 *Detailed Program Enrollment	1981-1982 **Major Program Enrollment
90100: Family Living		
090101 Comprehensive Homemaking	2699	
090102 Children and Guidance	1310	
090103 Clothing and Textiles	2773	
090104 Consumer Education	300	
090105 Family Health	87	
090106 Family Living and Parenthood	326	
090107 Food and Nutrition	6801	
090108 Home Management	196	
090109 Housing and Home Furnishing	173	
090199 Other Homemaking	2801	
OTAL CONSUMER AND HOMEMAKING PROGRAMS (NON OCCUPATIONAL)	17466	
TOTAL ALL PROGRAMS:	60767	

TOTAL OCCUPATIONAL PREPARATION
*Detailed = 2 digit OE Code
*Major = 6 digit OE Code

TABLE 8

Fiscal Year 1982

OTHER POSTSECONDARY/ADULT PUBLIC SCHOOL ENROLLMENTS BY MAJOR PROGRAM AREA

OE Code and Title	1981-82 Enrollments
10000 Agriculture	33
40000 Distributive Education	203
70000 Health	558
90200 Occupational Consumer and Homemaking	972
90100 Consumer and Homemaking (Non Occupational)	2,213
40000 Office	2,461
60000 Technical	449
70000 Trade and Industrial	3,698
90000 Other (Not Classified Above)	713
TOTAL	11,300

TABLE 9

Fiscal Year 1982

COMMUNITY COLLEGE CONTINUING EDUCATION ENROLLMENTS BY MAJOR PROGRAM AREA

USDE Code and Title		1981-1982 Enrollments
010000	Agriculture	13
040000	Distributive Education	138
070000	Health and Allied	601
090100	C/H* Non-Occupational	-0-
090200	C/H* Occupational	274
140000	Office	5,975
160000	Technical Programs	2,913
170000	Trade and Industry	116
	TOTAL	10,030

*Consumer and Homemaking

TABLE 10

Fiscal Year 1982

PRIORITY POPULATIONS SERVED IN CHAPTER 74 SECONDARY PROGRAMS

(By Major Program Area)

USOE CODE AND TITLE	MALE ENROLLMENT TOTAL	MINORITY	DISADVANTAGED	HANDICAPPED	FEMALE ENROLLMENT TOTAL	MINORITY	DISADVANTAGED	HANDICAPPED	TOTAL ENROLLMENT FIRST LANGUAGE NOT ENGLISH	LIMITED PROFICIENCY
010000 Agriculture	400	42	95	124	198	55	41	22	12	3
040000 Education	1352	217	350	357	3019	344	487	321	213	106
070000 Health	424	114	30	28	1611	240	275	145	102	41
090200 Consumer & Homemaking	471	30	81	76	1444	97	347	225	166	56
160000 Technical	965	178	198	108	614	65	85	26	80	32
170000 Trade & Industry	27582	2189	5131	4635	6028	741	1224	686	2022	683
TOTAL	31,194	2,770	5,805	5,328	12,914	1,542	2,459	1,425	2,595	921

TABLE 11 - STUDENT FOLLOW-UP

USOE CODE	TITLE		TOTAL COMPLETERS	MILITARY	EMPLOYED RELATED	EMPLOYED NON-RELATED	ADD'L. EDUC.	UNEMPL.	NOT IN LABOR F.	STATUS UNKNOWN	AVG. HR. SALARY		BASE	
											M	F	M	F
010100	Agricultural Production	Sec	84	6	28	12	19	1	1	17	3.69	3.64	10	10
		Postsec	38		23		7		1	7	4.65	4.79	4	11
010200	Agricultural Supplies/Services	Sec	17		5	8	1		1	2		5.54		5
		Postsec												
010300	Agricultural Mechanics	Sec	15	1	8	3				3	3.50		6	
		Postsec												
010400	Agricultural Products	Sec	3		2		1				3.75	3.75	1	1
		Postsec												
010500	Horticulture	Sec	162	4	73	23	28	2	1	31	4.75	4.12	47	14
		Postsec	48		23	4	5	1	1	14	4.88	4.53	11	9
010600	Agricultural Resources	Sec	16		9	2	5				4.38	4.75	8	2
		Postsec	7		4	1	2				4.25		2	
010700	Forestry	Sec	20		9	3	4			4	4.44	4.00	9	1
		Postsec	22		16	3	3				4.80	4.80	7	4
019900	Other Agricultural	Sec	46		15	8	14	1		8	3.91	3.63	11	4
		Postsec	28		21		2			5	5.25	5.01	1	10
040200	Apparel and Accessories	Sec	2		1					1				
		Postsec	31		11	1	4			15	5.50	4.74	1	6
040700	Food Services	Sec	97	4	39	5	14		1	34	3.87	4.10	13	14
		Postsec	9		8		1				6.50	4.83	4	3
040800	General Merchandising	Sec	1,454	69	487	159	224	64	40	411	4.13	4.06	135	263
		Postsec	66		14	3	3			46	6.24	4.89	1	5
041100	Hotel and Lodging	Sec	2		1					1		3.35		1
		Postsec	78		6	1	5	1		65	6.69		4	
041800	Recreation and Tourism	Sec												
		Postsec	42		2		3			37	7.50	6.50	1	1
042000	Other Retail	Sec	6							6				
		Postsec												
049900	Other Distributive Education	Sec	105	15	76	8	2	2	2		4.24	3.98	67	9
		Postsec												
070101	Dental Assisting	Sec	6			2		1		3		3.60		2
		Postsec	152		89	8	1	2	5	47		5.59		66
070102	Dental Hygiene	Sec												
		Postsec	97		31	1	1			64		8.03		6

TABLE 11 - STUDENT FOLLOW-UP

USOE CODE	TITLE		TOTAL COMPLETERS	MILITARY	EMPLOYED RELATED	EMPLOYED NON-RELATED	ADD'L. EDUC.	UNEMPL.	NOT IN LABOR F.	STATUS UNKNOWN	AVG. HR. SALARY M	F	BASE M	F
	Dental Lab	Sec												
070103	Technician	Postsec	16		2			1		13		5.56		2
	Medical Lab	Sec												
070203	Assistant	Postsec	78		21		1			56	8.23	6.62	2	18
	Other Medical	Sec	1							1				
070299	Lab Technician	Postsec	16		5			1		10		5.53		5
	Nursing	Sec												
070301	(Associate Degree)	Postsec	650		199	2	5	4	5	435	9.58	8.73	14	112
		Sec												
070302	Practical Nursing	Postsec	479	2	422		6	3	5	41	6.55	6.37	11	296
		Sec	147	1	54	13	26	3	2	48	4.00	4.25	2	24
070303	Nursing Aide	Postsec	72		61	1	7		1	2	6.75	5.23	2	40
		Sec												
070399	Other Nursing	Postsec	10		4					6		6.22		4
		Sec												
070400	Rehabilitation	Postsec	115		13	1	2		1	98	6.67	6.20	1	8
		Sec												
070501	Radiologic Technician	Postsec	140		32	1	1			106	7.15	7.02	1	23
	Mental	Sec												
070800	Health Technician	Postsec	69		11	4	10		1	43	6.62	5.80	1	7
		Sec												
070903	Inhalation Therapy	Postsec	49		10			1		38	8.92	8.11	2	6
		Sec	9		1	3	1			4		4.10		1
070904	Medical Assistant	Postsec	164		80	14	6	14	2	48		5.13		49
	Community	Sec	232	5	74	20	60	4	3	66	4.33	4.21	3	47
070906	Health Aide	Postsec	16		10	1	2	2		1		4.00		10
	Medical	Sec												
070907	Emergency Technician	Postsec	6							6				
	Other	Sec	15		7	2				6				
079900	Health Education	Postsec	89		23	2	4	1		59	5.80	6.24	10	10
	Care & Guidance	Sec	245	3	19	44	62	9	4	104	2.90	3.75	2	8
090201	of Children	Postsec	158		21	6	11	2	4	114	6.80	3.93	2	8
	Clothing Management	Sec	41		10	5	6	1		19		4.13		4
090202	Production/services	Postsec	8		3	1				4		4.78		3

TABLE 11 - STUDENT FOLLOW-UP

USOE CODE	TITLE		TOTAL COMPLETERS	MILITARY	EMPLOYED RELATED	EMPLOYED NON-RELATED	ADD'L. EDUC.	UNEMPL.	NOT IN LABOR F.	STATUS UNKNOWN	AVG. HR. SALARY M	AVG. HR. SALARY F	BASE M	BASE F
090203	Food Management, Production and Services	Sec	95	8	20	5	5	7	1	49				
		Postsec	12		6	1	2			3		6.03		5
090204	Home Furn. Equipment & Services	Sec	2					2						
		Postsec												
090205	Institution & Home Management	Sec	39		10	1	1	2		25				
		Postsec												
090299	Other Occupational Prep. Homemaking	Sec	11							11				
		Postsec												
140100	Accounting & Computing	Sec												
		Postsec	138		31	4	13	2	1	87	9.56	7.05	5	20
140201	Computer & Console Operators	Sec												
		Postsec	18		14					4	5.87	5.60	8	6
140203	Programmers	Sec												
		Postsec	204		41	7	20	3	3	130	7.57	7.46	16	18
140299	Other Business Data Processing	Sec												
		Postsec	156		10	3	3	1	1	138	8.57	7.87	3	5
140400	Information, Communications Occupatio	Sec												
		Postsec	30		6	1		1	1	21		5.98		6
140700	Steno., Secretarial & Related	Sec												
		Postsec	684		173	20	11	4	3	473	6.02			161
140800	Supervisory & Administrative Managemen	Sec												
		Postsec	805		106	30	63	13	7	586	8.91	6.84	33	54
140900	Typing & Related	Sec												
		Postsec	11		4					7	4.00	4.91	1	3
149900	Other Office Occupations	Sec												
		Postsec	18		5	1		1		11		6.78		5
160103	Architectural Technology	Sec												
		Postsec	31		16	2	3	1		9	6.77	8.65	18	1
160104	Automotive Technology	Sec												
		Postsec	34		5	2	2			25	6.53		5	
160106	Civil Technology	Sec												
		Postsec	22		2		3	1		16	8.12		1	
160107	Electrical Technology	Sec												
		Postsec	10		2					8	9.00		2	

TABLE 11 - STUDENT FOLLOW-UP

DSOE CODE	TITLE		TOTAL COMPLETERS	MILITARY	EMPLOYED RELATED	EMPLOYED NON-RELATED	ADD'L. EDUC.	UNEMPL.	NOT IN LABOR F.	STATUS UNKNOWN	AVG. HR. SALARY M	F	[illegible] M	F
	Electronic	Sec	25	1	6		4			14	6.65	6.30	5	1
160108	Technology	Postsec	164	3	54	3	12	3	1	88	7.19	6.57	45	7
	Environmental Control	Sec												
160110	Technology	Postsec	20		7	3	1			9	8.10		7	
	Industrial	Sec												
160111	Technology	Postsec	2		2						3.92		2	
	Mechanical	Sec												
160113	Technology	Postsec	8				1			7				
	Scientific	Sec	65	2	17	6	12	2		26	6.80	4.79	4	13
160117	Data Proc.	Postsec												
	Fire & Fire	Sec												
160602	Safety Technology	Postsec	46		10	2			1	33	8.60		10	
	Police Science	Sec												
160605	Technology	Postsec	381	2	51	22	34	8		264	8.24	6.19	45	4
	Other Technical	Sec	101	2	33	6	7	1	3	49		5.20		10
169900	Education	Postsec	447		59	13	26	7	3	339	7.96		44	
	Air	Sec	130	9	45	20	10	5	1	40	4.91		31	
170100	Conditioning	Postsec	1		1						3.60		1	
	Appliance	Sec	42	4	12	9	3	3		11	3.81		4	
170200	Repair	Postsec	2		1					1	5.00		1	
	Auto	Sec	361	20	128	35	6	7	1	164	4.59		99	
170301	Body	Postsec	2		2						4.38		2	
	Auto	Sec	883	64	345	83	55	24	6	306	4.52	4.75	245	4
170302	Mechanics	Postsec	7		6	1					5.70		1	
	Commercial	Sec	220	8	44	26	35	11	3	93	4.30	4.53	17	12
170700	Art	Postsec	37	1	12			3		21	5.57	4.61	3	8
	Commercial	Sec	2							2				
170900	Photography	Postsec												
		Sec	807	57	288	81	45	16	2	318	4.83	5.21	209	4
171001	Carpentry	Postsec	9		6	2	1				5.50			
		Sec	309	21	128	21	28	5	1	105	4.16	5.25	87	2
171002	Electricity	Postsec												
		Sec	70	8	27	14	4	4		13	4.64		23	
171004	Masonry	Postsec												

TABLE 11 - STUDENT FOLLOW-UP

USOE CODE	TITLE		TOTAL COMPLETERS	MILITARY	EMPLOYED RELATED	EMPLOYED NON-RELATED	ADD'L. EDUC.	UNEMPL.	NOT IN LABOR F.	STATUS UNKNOWN	AVG. HR. SALARY M	AVG. HR. SALARY F	B[illegible] M	B[illegible] F
171007	Plumbing & Pipefitting	Sec	231	13	77	34	11	3	1	92	4.70		49	
		Postsec	2		2									
171099	Other Construction & Maintenance	Sec	114	10	26	7	3	6		62	4.39		17	
		Postsec												
171100	Custodial Services	Sec	13		1					12	3.80		1	
		Postsec												
171200	Diesel Mechanics	Sec	62	3	27	6		2	3	21	4.94		23	
		Postsec	23	1	5	2		2		12	7.83		3	
171300	Drafting	Sec	386	21	125	37	61	11	2	129	4.98	5.21	67	23
		Postsec	56		27		2	1		26	6.36	6.92	17	5
171400	Electrical Occupations	Sec	332	20	100	18	22	8		164	4.89	4.00	77	1
		Postsec	4		4						5.38		2	
171500	Electronics	Sec	541	30	171	52	73	8	2	205	4.69	4.13	107	5
		Postsec	49		15	3	6	1		24	5.64	6.25	4	3
171900	Graphic Arts	Sec	441	27	175	45	23	18	3	150	4.33	4.39	82	42
		Postsec	62		6	1	2		2	51	6.85	5.75	3	1
172100	Instrument Maintenance & Repair	Sec	1		1						5.10		1	
		Postsec												
172200	Maritime Occupations	Sec	28	3	9	3	1			12	7.72		9	
		Postsec												
172302	Machine Shop	Sec	726	32	324	65	33	19	4	249	5.00	4.63	200	2
		Postsec	23		14	3	1			5	6.14		4	
172305	Sheet Metal	Sec	210	5	72	20	6	7	1	99	4.57		54	
		Postsec	6		4	1				1	5.10		2	
172306	Welding	Sec	115	3	43	11	2	7	2	47	5.07		25	
		Postsec	11		11						7.00		8	
172399	Other Metal Occupations	Sec	199	6	81	28	8	4	1	71	4.79	4.00	54	1
		Postsec	3					1		2				
172400	Metallurgy	Sec	7			4		1		2				
		Postsec												
172602	Cosmetology	Sec	425	6	100	85	23	18	13	180		3.73		57
		Postsec	105	1	44	3	1	1	3	52		3.56		19
172700	Plastics	Sec	13		2	2	1		1	7				
		Postsec												

TABLE 11 -- STUDENT FOLLOW-UP

USOE CODE	TITLE		TOTAL COMPLETERS	MILITARY	EMPLOYED RELATED	EMPLOYED NON-RELATED	ADD'L. EDUC.	UNEMPL.	NOT IN LABOR F.	STATUS UNKNOWN	AVG. HR. SALARY M	AVG. HR. SALARY F	BA.I M	BA.I F
172900	Quantity Food	Sec	547	17	211	53	62	13	9	182	4.16	4.28	88	68
		Postsec	40		27	4	2			7	5.41	5.50	11	4
173000	Refrigeration	Sec	13							13				
		Postsec												
173100	Small Engine	Sec	54	6	13	4	1	2		28	4.18		10	
		Postsec												
173200	Stationary Energy Sources	Sec	15		5	2				8	5.00		5	
		Postsec												
173300	Textile Production	Sec	44		11	6	6	8	1	12		3.76		11
		Postsec												
173500	Upholstering	Sec	30	4	7	1		3		15	4.00	3.83	2	3
		Postsec												
173600	Woodworking	Sec	209	12	67	26	21	8		75	4.56	5.00	44	1
		Postsec	4		3					1				
179900	Other Trade & Industry	Sec	45		6	2	14	3		20	4.95		3	
		Postsec	1		1									
070305	Surgical Technician	Sec												
		Postsec	33		26	3		1	1	2	5.91	5.51	3	19
160109	Electro-Mechanical Technology	Sec	16	1	2	1				12	5.78		2	
		Postsec	23		13		1		1	7	6.48		10	
160401	Programmer	Sec	226	6	43	8	60	10		99	6.80	4.79	4	13
		Postsec	53		38	5	7		1	2	5.76	5.92	19	12
171005	Painting & Decorating	Sec	151	11	45	30	6	7	1	51	4.67		23	
		Postsec												
		Sec												
		Postsec												
		Sec												
		Postsec												
		Sec												
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		Postsec												

IV. FEDERAL PROGRAMS

This section deals exclusively with programs funded under Public Law 94-482.

A. Expenditures

Table 12 lists originally budgeted and estimated actual expenditures of federal funds by subpart and section of the Federal Vocational Education Act.

B. Enrollments

Enrollment Table 13 gives detailed analysis of students directly served with these funds.

Federally Supported Programs**
(Students Directly Served by P. L. 94-482 Program Category)

The program categories included in Table 13 are as follows:

Program Category

Total (all program categories combined)
121 Vocational Training
122 Cooperative Education
123 Equipment Replacement (These federal programs are designed specifically to update training equipment for Trade and Industry 121 programs).
125 Industrial Arts
126 Displaced Homemakers
127 Interagency
128 Entrepreneurship
129 High Technology
131 Research
132 Exemplary and Innovative
134 Guidance and Counseling
135 Personnel Training
140 Special Disadvantaged
151 Consumer/Homemaking
152 Community Consumer and Homemaking

** Federal funds are used to provide programs and support services to students through a variety of skills training intensities and skills training levels. While these enrollment statistics reflect students in federal programs only, the same students have also been included in Tables 3 to 10.

Table 12 - Use of Federal Funds to Meet Program Needs in Fiscal Year 1982

Expenditures by Subpart	FEDERAL Budget	FEDERAL Estimated Actual	FEDERAL Deviation	Reason For Deviation	Description of Results
Basic Grant Programs (Section 120)					
Vocational Education					
Handicapped	1,760,000	1,313,354	(446,646)	Recission	Supportive services, specialized training and individual assistance were provided for handicapped students enrolled in regular vocational education programs.
(Including Limited English) Disadvantaged	3,200,000	2,509,551	(690,449)	Recission	Supportive services directly related to improving the ability of disadvantaged students to succeed in vocational education programs were delivered.
Limited English Proficiency	310,000	261,167	(48,833)	Recission	The following services were provided to limited English proficient students: individualized English language instruction in skills training and related theory and aides.
Postsecondary	2,635,000	2,222,524	(412,476)	Recission	Funded programs provided incentives for improved guidance and support services, improved use of community resources and promotion of economic development.
Other Students	3,023,303	5,115,011	2,091,708	Increased emphasis on regular skills training secondary programs.	Projects resulted in improvement of existing skills training programs, expansion of program offerings and increased enrollment in skills training programs.
Cooperative	400,000	-0-	(400,000)	LEA's chose to utilize Balance Subpart allocations for regular vocational education rather than cooperative education.	By providing effective transition from the vocational training setting to actual employment, job placement rates were improved.
Industrial Arts	750,000	124,061	(625,939)	Priority shift to secondary rather than pre-vocational programs.	Pre-vocational and exploratory programs helped students in making informed occupational choices and prepared them for entry into advanced programs.

Table 12 - Use of Federal Funds to Meet Program Needs in Fiscal Year 1982

Expenditures by Subpart	FEDERAL Budget	Estimated Actual	Deviation	Reason For Deviation	Description of Results
Displaced Homemakers	250,000	160,000	(90,000)	Recission	Organized non-traditional programs provided the following services for displaced homemakers: assessment of employment objectives, skills training and placement counseling.
Interagency Industry Specific	250,000	145,000	(150,000)	Recission	Short term skills training responded to training needs of the unemployed and the underemployed and to industry's needs for personnel.
Sex Equity Personnel	60,000	60,000	-0-		An Office of Educational Equity has been created with full-time personnel responsible for all activities described in Sec. 104(b)(1), (A) through (I) of P.L. 94-482.
Correctional Programs	300,000	185,000	(115,000)	Recission	
State Administration (Section 120)	1,153,000	806,074	(546,926)	Need to sustain other subpart 2 activities in view of recission	
SUB TOTAL	14,291,303	12,901,742	(1,389,561)		
Program Improvement and Supportive Services (Section 130)					
Exemplary and Innovative	759,831	600,000	(159,831)	Recission	Projects jointly funded with the Division of Special Education provided skills training programs for the handicapped.
Curriculum Development	200,000	200,000	-0-		In addition to the funding of curriculum development, the most current curriculum resources were made available to all vocational educators.
Research	400,000	100,000	(300,000)	Need to sustain other subpart 3 activities in view of large subpart 3 recission	A state-wide evaluation system has been developed to determine the success and efficiency of vocational education programs.

Table 12 - Use of Federal Funds to Meet Program Needs in Fiscal Year 1982

Expenditures by Subpart	FEDERAL Budget	 Estimated Actual	 Deviation	Reason For Deviation	Description of Results
Displaced Homemakers	250,000	160,000	(90,000)	Recission	Organized non-traditional programs provided the following services for displaced homemakers: assessment of employment objectives, skills training and placement counseling.
Interagency Industry Specific	250,000	145,000	(150,000)	Recission	Short term skills training responded to training needs of the unemployed and the underemployed and to industry's needs for personnel.
Sex Equity Personnel	60,000	60,000	-0-		An Office of Educational Equity has been created with full-time personnel responsible for all activities described in Sec. 104(b)(1), (A) through (I) of P.L. 94-482.
Correctional Programs	300,000	185,000	(115,000)	Recission	
State Administration (Section 120)	1,353,000	806,074	(546,926)	Need to sustain other subpart 2 activities in view of recission	
SUB TOTAL	14,291,303	12,901,742	(1,389,561)		
Program Improvement and Supportive Services (Section 130)					
Exemplary and Innovative	759,831	600,000	(159,831)	Recission	Projects jointly funded with the Division of Special Education provided skills training programs for the handicapped.
Curriculum Development	200,000	200,000	-0-		In addition to the funding of curriculum development, the most current curriculum resources were made available to all vocational educators.
Research	400,000	100,000	(300,000)	Need to sustain other subpart 3 activities in view of large subpart 3 recission	A state-wide evaluation system has been developed to determine the success and efficacy of vocational education programs.

Table 13

SUMMARY

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY TOTAL

ENROLLMENTS BY GRADE

	ELEMENTARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSECONDARY	ADULT
FEMALE	1,216	4,615	9,498	10,151	12,466	15,760	17,356	2,300	2,097
MALE	1,254	5,085	10,682	11,495	14,069	15,813	15,956	1,654	2,234

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	64,021	2,476	1,129	4,948	330	661	1,894
MALE	65,699	2,856	1,258	5,550	379	692	1,808

ENROLLMENTS BY NEED

	HANDICAPPED	DISADVANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	8,018	17,905	2,681	44,128	2,727
MALE	11,423	19,534	3,060	41,219	3,006

TOTAL FEMALE	75,459
TOTAL MALE	78,242
TOTAL	153,701

NOTE: The Summary Table contains an unduplicated count. Individual tables by program category contain duplicate counts to the extent that one project may have combined more than one program category. Enrollment statistics were, therefore, included under each program category represented in the overall project.

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 121 VOCATIONAL TRAINING

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE	260	191	1,272	3,457	4,240	5,108	5,967	1,496	865
MALE	340	231	1,422	4,403	5,266	5,461	4,856	803	795

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	17,753	1,392	534	2,387	55	223	526
MALE	17,855	1,563	554	2,769	55	219	562

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	3,522	6,996	1,245	10,392	685
MALE	5,333	7,733	1,496	8,517	530

TOTAL FEMALE	22,840
TOTAL MALE	23,617
TOTAL	46,457

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 122 COOPERATIVE EDUCATION

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE			139	12	22	197	213		
MALE			165	17	29	250	323		

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	481	30	6	21		1	44
MALE	696	16	9	40	1	2	20

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	80	173	27	259	44
MALE	117	307	13	315	32

TOTAL FEMALE	583
TOTAL MALE	784
TOTAL	1,367

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 123 EQUIPMENT REPLACEMENT

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE				16	17	14	17	12	
MALE				20	23	23	19	16	

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	17	5		2			52
MALE	49	4					48

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	4	25	4	43	
MALE	7	25	3	66	

TOTAL FEMALE	76
TOTAL MALE	101
TOTAL	177

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 125 INDUSTRIAL ARTS

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE			1	5	26	30	43		12
MALE			1	22	93	166	143		27

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	109	5	1	2			
MALE	426	7	3	14		2	

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	68	19		30	
MALE	141	121		190	

TOTAL FEMALE	117
TOTAL MALE	452
TOTAL	569

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 1.6 DISPLACED HOMEMAKERS

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE				2	5	5	9		189
MALE									30

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	157	12	3	22		3	13
MALE	24	1		5			

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	10	125	7	42	26
MALE	4	19	1	6	

TOTAL FEMALE	210
TOTAL MALE	30
TOTAL	240

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 127 INTERAGENCY

ENROLLMENTS BY GRADE

	ELEMENTARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSECONDARY	ADULT
FEMALE									43
MALE									100

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	36	3	1	3			
MALE	86	3	3	7		1	

ENROLLMENTS BY NEED

	HANDICAPPED	DISADVANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	3	20	1	14	5
MALE	4	51	1	19	25

TOTAL FEMALE	43
TOTAL MALE	100
TOTAL	143

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 170 ENTREPRENEURSHIP

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE				3	6	4	2		
MALE				4	6	7	5		

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	14			1			
MALE	21	1					

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	15				
MALE	22				

TOTAL FEMALE	15
TOTAL MALE	22
TOTAL	37

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 127 HIGH TECHNOLOGY

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE		97		32	183	72	125	545	213
MALE		115		27	438	71	120	532	187

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	922	92	24	163	15	23	28
MALE	1,147	75	30	162	5	29	22

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	120	476	101	560	10
MALE	157	577	89	591	76

TOTAL FEMALE	1,267
TOTAL MALE	1,490
TOTAL	2,757

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY III RESEARCH

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE						55	198	63	201
MALE						35	249	101	314

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	338	71		98			10
MALE	457	96		138			8

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH.	REGULAR	OTHER
FEMALE	10	131	61	315	
MALE	14	177	82	426	

TOTAL FEMALE	517
TOTAL MALE	699
TOTAL	1,216

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 1.2 EXEMPLARY - INNOVATIVE

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE			13	106	160	161	116	36	18
MALE			14	164	256	249	162	34	13

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	513	46	8	34	3	6	
MALE	820	52	9	42	7	2	

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	573	33	4		
MALE	892	37	3		

TOTAL FEMALE	610
TOTAL MALE	932
TOTAL	1,542

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 114 GUIDANCE + COUNSELING

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE	104	1,805	7,058	6,085	7,694	8,869	9,545	243	163
MALE	169	2,183	8,121	6,695	8,222	9,140	9,681	209	179

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	37,069	882	488	1,477	253	269	1,207
MALE	39,592	1,230	587	1,630	312	307	1,141

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	3,262	8,938	1,011	26,663	1,751
MALE	4,828	9,851	1,250	26,752	2,118

TOTAL FEMALE	41,645
TOTAL MALE	44,799
TOTAL	86,444

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 115 PERSONNEL TRAINING

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE									35
MALE									35

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	15		10	10			
MALE	15		10	10			

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE			10	25	
MALE			10	25	

TOTAL FEMALE	35
TOTAL MALE	35
TOTAL	70

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 150 SPECIAL DISADVANTAGED

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE			667	244	327	347	629		35
MALE			664	290	437	477	433		55

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	1,366	338	147	379	1	14	2
MALE	1,565	259	123	375	1	23	10

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	91	965	268	913	12
MALE	153	1,191	229	779	4

TOTAL FEMALE	2,249
TOTAL MALE	2,356
TOTAL	4,605

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 151 CONSUMER/HOMEMAKING

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE	1,022	2,353	1,895	1,284	1,631	2,634	2,669		155
MALE	1,060	2,316	1,854	801	1,056	1,717	1,658		85

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	11,896	468	239	942	9	113	6
MALE	9,122	365	147	834	12	81	6

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	1,162	2,918	500	8,844	219
MALE	1,201	2,467	369	6,315	215

TOTAL FEMALE	13,643
TOTAL MALE	10,567
TOTAL	24,210

Table 13 (continued)

REPORT OF ESTIMATED ENROLLMENTS IN P.L. 94-482 PROGRAMS FY 82
ENROLLMENTS BY PROGRAM CATEGORY

PROGRAM CATEGORY 152 COMMUNITY C • B

ENROLLMENTS BY GRADE

	ELEMEN-TARY	MIDDLE SCHOOL	JUNIOR HIGH	GRADE 9	GRADE 10	GRADE 11	GRADE 12	POSTSEC-ONDARY	ADULT
FEMALE		160		120	21	5	10		
MALE		150		117	15				

ENROLLMENTS BY ETHNICITY

	WHITE NON HISPANIC	WHITE HISPANIC	NON-WHITE HISPANIC	BLACK-NON HISPANIC	AMERICAN INDIAN	ASIAN	OTHER
FEMALE	269	4		29		14	
MALE	246	2		23		11	

ENROLLMENTS BY NEED

	HANDI-CAPPED	DISAD-VANTAGED	LIMITED ENGLISH	REGULAR	OTHER
FEMALE	45	42	9	220	
MALE	39	33	7	203	

TOTAL FEMALE	316
TOTAL MALE	282
TOTAL	598

C. Effects of Recission and Distribution of Funds to Recipients

Table 12 has shown the difference between planned and actual expenditures of federal funds by subpart and section of the Act. Most decreases between budgeted and actual levels were caused by recission of funds originally awarded.

While it is difficult to determine the number of individuals who were denied programs or support services as a result of these recissions, the dollar impact on individual local education agencies can be directly measured.

Table 14 lists the reductions in allocations caused by this recission, as well as the originally planned allocation distribution, and the actual distribution. In this Table, the code words "old" "red" and "new" are defined as follows:

Old - funds were based on the original allocation
Red - reduction in allocations caused by federal figures recission in fiscal year 1982
New - actual fiscal year 1982 allocations after recission

D. Program Improvement

1. Needs Assessment

Information on program improvement needs, as reported in the comprehensive plans submitted by the local school districts, affords a basis for technical assistance by the central office and also a means for the regional offices to coordinate training resources to assist school districts in addressing student and employment needs.

Table 15, a consolidation of local program improvement needs, summarizes areas which federal or state/local resources may be utilized to improve the delivery system for occupational/vocational education on a regional or statewide basis. Needs listed in the local plans for program improvement that cannot be met by the school district may thus be addressed through a request for proposal process at the state level or by technical assistance.

Table 15 Areas of Short-range Local Planning Activity Concerned with Program Improvement and Related Short-range Planning Concerns Submitted for State Consideration in F.Y. 1982

	In Service	Curriculum Development	Evaluation	Planning	Research	Overcoming Sex Bias	Exemplary and Innovative	Frequency
SUPPORT AND IMPROVEMENT								
Bilingual	0	4	3	5	0	0	0	12
Career Education	7	19	1	8	1	7	1	44
Cooperative Education	1	15	1	12	1	2	3	35
Guidance and Counseling	2	12	5	17	6	21	2	65
In-Service and Staff Development	4	1	0	1	0	1	0	6
SUBTOTALS	14	51	10	43	8	31	6	163
SERVICE TO UNDER-REPRESENTED AND UNDER-SERVED POPULATIONS								
Handicapped	4	19	1	16	1	1	2	44
Disadvantaged	1	8	0	8	0	0	1	18
Special Needs	16	56	7	68	6	1	9	163
Males and Females in Nontraditional Occupations	42	0	1	10	5	81	1	140
Limited English Speaking	2	7	0	4	1	0	0	14
Minorities	1	1	0	6	1	1	0	10
Displaced Homemakers	0	0	0	0	0	0	1	1
Other Special Populations	1	3	0	13	0	0	1	18
SUBTOTALS	67	94	9	125	14	84	15	408
SKILL TRAINING PROGRAMS								
Agriculture	0	7	0	9	0	0	3	19
Distributive Education	0	22	3	15	2	0	3	45
Health	0	5	0	2	1	0	2	10
Business and Office	5	133	3	39	7	18	11	216
Computer and Related	13	90	0	28	7	6	9	153
Technology	0	27	0	10	1	2	6	46
Trade and Industry	3	84	3	37	1	17	6	151
SUBTOTALS	21	368	9	140	19	43	40	640
CONSUMER AND HOMEMAKING	8	39	6	15	4	17	3	97
ENTREPRENEURSHIP	0	22	1	0	1	0	2	6
CURRICULUM DEVELOPMENT	8	30	2	16	7	9	2	74
OTHER PROGRAMS	4	18	0	32	4	6	5	69
RELATED ACTIVITIES	2	0	3	10	13	13	1	42
TOTALS	144	602	40	381	70	193	79	1,499

Program Improvement Activities

Grants under Section 130 of P.L. 94-482 are designed to assist states in improving their vocational education programs and in providing supportive services for such programs. Program improvement grants are used for the following purposes: research, exemplary and innovative, and curriculum development programs. These programs are summarized in Table 16. Supportive services provided for such programs included guidance and counseling, pre- and in-service training for teachers, and programs to overcome sex bias.

In F.Y. 1982, the Division of Occupational Education awarded three grants for research programs, totaling $182,615, 25 grants for exemplary and innovative programs totaling $667,805, and eight grants for curriculum development totaling $153,177. Examples of program improvement projects are given on the following pages.

Research Programs

One of the research programs, the Skills Bank Network, was designed to study results of job matching services for 1,200 students enrolled in vocational schools, community colleges, and skills centers located in the area served by the Springfield Regional Education Center. It was anticipated that 150 private sector employers located in this service area would list 500 individual job openings in the Skills Bank Network.

A total of 450 private sector employers participated in this project, and 102 of them listed a total of 406 positions. Some 1,356 youth and adults were serviced by the Skills Bank Network.

Exemplary and Innovative Programs

A typical exemplary and innovative program was part of a larger project named project SHARE, jointly funded at $53,130 between the Divisions of Special Education and Occupational Education. Project SHARE was designed to mainstream 107 handicapped students into 13 certified vocational programs. It featured a close interrelationship between all program elements that enabled special needs students to acquire job skills needed to qualify for entry level employment in the community. Students were evaluated, given prescriptive individual academic and vocational training and assisted in setting goals. They received support, instruction, and extra time to master skills. Job developers established employment slots and community training slots for individual students and found placements for them.

The part of the project funded under Section 132 and amounting to $35,228 provided for two special needs vocational teachers. Applying their knowledge of special needs, these teachers worked with individual students in the vocational shop and classroom. As a result of the program the handicapped students qualified for entry-level employment.

Curriculum Development Programs

An illustrative case in curriculum development was the creation of a model Competency-Based Vocational Education Curriculum in Hotel and Lodging. The Hubert Humphrey Occupational Resource Center in Boston developed a statewide validated list of entry-level employment competencies in this field. These competencies were used as the basis for developing student learning guides, performance tests, a staff training manual, and users guide.

Another curriculum development project, COFFEE (A Cooperative Federation for Educational Experiences), provided an alternative educational program for special needs, disadvantaged and handicapped students. Serving the communities of Oxford, Webster, Auburn, Dudley, Charlton, and Leicester, the curriculum included occupational education as well as academic and counseling components. Occupational training was offered in four areas: electronic assembly, distributive education, building and grounds maintenance, and data processing. In addition, life coping skills were taught. All participating students were diagnosed through a screening and evaluation procedure in accordance with Chapter 766 regulations. This project enabled potential drop-out students to remain in school and acquire skills needed for gainful employment. The project was jointly funded by the Divisions of Special Education and Occupational Education.

A list of Program Improvement Grants with their funding levels appears on the following pages.

TABLE 16

Program Improvement Grants
Funded in F.Y. 1982

ORGANIZATION	PROJECT TITLE	AMOUNT FUNDED
Research, Section 131		
T.D.R. Associates, Inc.	Massachusetts Employers' Satisfaction Survey	$ 72,615
Quincy Public Schools	A Career/Technical Job Line	$ 35,000
Springfield Public Schools	Skills Bank Network	$ 75,000
Exemplary and Innovative, Section 132		
Acton-Boxborough	Occupational Training Program	$ 9,171
Assabet Valley Special Needs Collaborative	Mobile Occupational-Vocational Exploratory Program	$ 63,553
Attleborough Vocational Technical High School	Extended Day Program	$ 24,845
Barnstable Comprehensive High School	Project WAVE	$ 16,106
Cambridge Public Schools	Providing Individualized Vocational and Occupational Training	$ 34,417

TABLE 16

Program Improvement Grants
Funded in F.Y. 1982

ORGANIZATION	PROJECT TITLE	AMOUNT FUNDED
Cape Cod Regional Technical H.S.	Occupational Opportunities Extended Day	$ 31,425
Dighton-Rehoboth Academic Regional	Occupational Opportunities	$ 29,205
Douglas Memorial High School	Experience-Based Career Education	$ 11,843
Greater Lawrence Educational Collaborative	Work Experience Training	$ 9,007
Greater Lawrence Regional Vocational Technical High School	Step Ahead III	$ 19,338
Hampshire Education Collaborative (Ware)	Hampshire Vocational Skills Training Program	$ 27,953
Haverhill Public School System	Vocational and Special Needs Support Program	$ 14,406
King Philip Regional School District	Project SHARE	$ 35,228
Lower Pioneer Valley Vocational Collaborative (Agawam)	Vocational Assessment and Training for Handicapped Students	$ 17,620

TABLE 16

Program Improvement Grants
Funded in F.Y. 1982

ORGANIZATION	PROJECT TITLE	AMOUNT FUNDED
Martha's Vineyard Regional High School	Special Education-Trout Aquaculture Program	$ 38,169
Nashoba Valley Regional Vocational Technical School	Program Succeed	$ 18,670
North Middlesex Regional School District	Special Education Occupation Program	$ 2,189
Oxford High School Annex	Project COFFEE	$ 89,354
Pathfinder Regional Vocational Technical High School (Palmer)	Student Trade Assessment for Educational Placement	$ 34,670
Peabody Veterans Memorial High School	Typing for Special Education	$ 948
Pentucket Regional School	Occupational Awareness and Survival Skills in Sequence	$ 30,410
Salem High School	Prevocational Education	$ 8,120
Seekonk Public Schools	Vocational Impact Program	$ 31,338
Smith Vocational High School (Northhampton)	Maintenance Support Program	$ 41,103
Wakefield Public Schools	MARS II (Marketing and Restaurant Services)	$ 22,370

TABLE 16

Program Improvement Grants
Funded in F.Y. 1982

ORGANIZATION	PROJECT TITLE	AMOUNT FUNDED
Curriculum Development Programs, Section 133		
Boston Public Schools	Model CBVE Curriculum in Hotel and Lodging	$14,988
Assabet Valley Regional Vocational School District	Electronic Technology Model Competency-Based Vocational Education Curriculum	$14,415
Assabet Valley Regional Vocational School District	Leadership Training - Staff Development for Competency-Based Vocational Educational for Teachers	$ 49,075
Franklin County Vocational Technical School District	Competency-Based Vocational Curriculum: Machine Trades	$ 15,000
Greater Lawrence Regional Vocational Technical High School	Project Recycle Old Curricula	$ 15,000
Greater Lowell Regional Vocational Technical School	A Model Competency-Based Vocational Education Curriculum in Food Management and Production	$ 14,999
Minuteman Regional Vocational Technical School District	A Model Competency-Based Pre-Service Curriculum in Electronics Technology for Teachers of Electronics Education	$ 15,000
Tri-County Regional Vocational Technical High School	Model Competency-Based Vocational Education Curriculum in Food Management, Production and Services	$ 14,700

In-Service Training

Teacher training activities included recruitment and pre-service training, a summer professional improvement conference, and projects of the Commonwealth In-service Institute. In addition, teachers obtain resources from The Massachusetts Vocational Curriculum Resource Center. A summary of teacher training activities and the number of participants appears in Table 17.

In the area of personnel development, Fitchburg State College enrolled 47 members of linguistic minorities, the University of Massachusetts at Boston enrolled 43 members of ethnic minorities, and Westfield State College registered and additional 17 from both minority groups.

In another personnel development activity, the Division supported local school-initiated inservice training projects through the Department of Education's Commonwealth Inservice Institute. These projects, primarily initiated by teachers, included computer literacy, computer programming, gifted and talented, drug and alcohol education, special needs instruction, and reduction of sex role stereotyping. The Institute's F.Y. 1982 program emphasized two service categories: occupational eduction with 217 educators served and family life with 119 educators attending.

The Division also supported an annual summer conference for the professional improvement of vocational and occupational educators with 30 workshops on some 32 topics. The F.Y. 1982 Annual Occupational Professional Development Workshop featured 178 presentors from industry, business, higher education, schools, and state and federal agencies.

The Massachusetts Vocational Curriculum Resource Center was designed to assist teachers, administrators, and staff involved in secondary and postsecondary occupational and career education. The center has over 4,000 curriculum documents available for reference and loan, literature searching, inservice workshops, technical assistance, and a quarterly newsletter, and certain national networks.

TABLE 17

Summary of F.Y. 1982 Teacher Training Activities

Activity	Number of Programs	Participants Served	Total Amount Funded
Pre-Service training of ethnic and linguistic minorities	3	107	$152,367.00
Commonwealth Inservice Institute	21	336	$ 39,300.00
Annual Summer Occupational Vocational Professional Improvement Conference	32	695	$ 42,640.00
Massachusetts Vocational Curriculum Resource Center, inservice sessions	16	173	$144,748.00

TABLE 23

Funding Source Index and Pupil Count Utilized in Allocations

FUNDING SOURCE	INDEX	PUPIL COUNT UTILIZED ALLOCATION FORMULA
	SEPARATE FUNDING FORMULAS	
Handicapped (110A)	Combined Index	Estimated Special Education Secondary Full-Time Equivalent Pupils
Disadvantaged (110B-1)	Financial Ability Index + AFDC Index	All Secondary Pupils
Limited English Proficiency (110B-2)	Combined Index	Transitional Bilingual Education Secondary Full-Time Equivalent Pupils
Special Disadvantaged (140)	Combined Index	Number of Pupils who Withdrew from School During the School Year
Postsecondary (110C)	Combined Index	Chapter 74 Post Graduate/ Postsecondary Full-Time Equivalent Pupils or Total Community College Full-Time Equivalent Enrollments Exclusive of Division of Continuing Education Enrollments
	COMBINED FUNDING FORMULA	
Balance Subpart 2 and Guidance & Counseling (Subpart 3) and Consumer & Homemaking (Subpart 5)	Combined Index	All Secondary Pupils Plus Chapter 74 Full-Time Equivalent Secondary Pupils
Guidance & Counseling (Subpart 3)	Combined Index	All Secondary Pupils Plus Chapter 74 Full-Time Equivalent Secondary Pupils
Consumer & Homemaking	Combined Index	All Secondary Pupils

Recognized and approved by the Commonwealth of Massachusetts, Chapter 74 provides programs of multi-year intensive job skills training. The per pupil cost of these programs is significantly greater than that of other educational programs, as reflected by a pupil weight twice that of regular programs in the state educational aid formula (Chapter 70). In determining the pupil count for allocating Public Law 94-482 funds, the higher cost of these programs has been recognized by double counting students enrolled in these programs for the combined and the Guidance and Counseling formulas.

The pupil count for allocating Special Disadvantaged funds is the number of pupils who withdrew (dropped out) during the academic year. This count is an accurate measure of the size of the drop-out problem for each eligible recipient.

For Disadvantaged allocations, the index of per pupil need is different from the combined index. Since these funds are used to provide support services and programs to economically and academically disadvantaged pupils, the median family income index is not included, and the AFDC index is given additional weight.

B. Allocation Levels and Other Factors

The combined index has been designed to give priority consideration in distributing funds to urban and rural school districts which are located in economically depressed areas with relatively high concentration of low-income persons, high unemployed rates, and relatively low financial ability to provide resources to meet the vocational need of the community.

In order to assure that allocations by funding sources are sufficient to have a measurable impact on the delivery of vocational education programs, minimum allocations have been established for several funding categories. Those eligible recipients whose total weighted pupils are insufficient to generate these minimum allocations either receive no allocations for that category or, in the case of poorer rural communities, have their allocations raised to the minimum level.

Table 24 indicates the lowest and highest allocations by funding source. In addition, other factors regarding the allocations are listed in this table.

TABLE 24

Funding Levels and Other Factors

FUNDING CATEGORY	LOWEST	HIGHEST	OTHER FACTORS
Handicapped	$ 1,925	$192,468	Eligible recipients whose combined index exceeded 1.990, and whose computed allocation was less than the minimum, were allocated the minimum amount
Disadvantaged	7,537	301,478	
Limited English Proficiency	6,438	67,700	---
Special Disadvantaged	3,127	70,747	1. Combined index exceeded 2.590 2. Local school district
Post-Secondary	6,468 for school districts 43,000 post-secondary institutes	151,647	For purposes of formula distribution, the community colleges were considered as eligible recipients and subject to the local education agency factors.
Combined Allocation	---	---	---
Guidance and Counseling	1,121	89,272	
Consumer and Homemaking	1,686	94,208	Not allocated to Regional Vocational Technical Schools or Independent Vocational School Districts
Balance Subpart 2	2,146	458,785	---

3. Chapter 74 programs (state-aided vocational education programs).

   The regulations for vocational education programs aided and regulated by the Commonwealth of Massachusetts include "conditions of admission" among the ten factors evaluated by the Division of Occupational Education to approve programs. All Chapter 74 programs are prohibited, by the regulations from using any admissions criteria that discriminate on the basis of sex. race, religion, color, national origin, or special needs. The Division's regular evaluation of these programs includes an investigation and evaluation of the conditions of admission.

4. Civil Rights Compliance Review: The Department of Education, in accordance with the Massachusetts Methods of Administration in response to the Office for Civil Rights Guidelines for Vocational Education Programs has instituted an annual procedure for the compilation and distribution to concerned parties of a computer-generated Civil Rights Compliance Review. The Compliance Review is a comprehensive analysis of enrollment data for all secondary vocational education programs in the Commonwealth. Regional staff review sets of computer-generated data consisting of a series of analyses of access to occupational programs for female. minority, handicapped, and limited English proficient students. Data were based on information in the October 1, 1981 School System Summary Report.

   Of the 378 school districts in the Commonwealth, at least 143 districts received on-site reviews for civil rights compliance issues beginning in September 1981. This represents 38% of the operating school districts in this state, far more than the 5% required by the Methods of Administration for Massachusetts. Eighty-two non-school district subrecipients received on-site reviews in 1981-82.

5. Displaced Homemaker Programs: All agencies using federal vocational education funds for displaced homemaker programs are required to provide: outreach, testing and assessment, counseling, skills training, placement, and follow-up. The Division emphasizes the importance of training in non-traditional occupations, such as electronics technology, word processing, metal fabrication, and heating and air conditioning.

TABLE 25

Female Enrollment Changes In Selective Secondary Vocational Schools (SSVS) for Fiscal Years 1978-1982

	FISCAL YEARS				
SSVS Enrollment	1978	1979	1980	1981	1982
TOTAL	34,184	35,888	36,479	37,623	37,532
Female	8,628	9,436	9,895	10,577	11,020
Female - % of Total	25%	26%	27%	28%	29%

Since the monitoring of the selective secondary vocational schools began in 1977, the enrollment of females has increased by 22% while the total enrollment increase has only been 10%. Table 25 presents female enrollment increases in selective secondary vocational schools during fiscal year 1978-82.

TABLE 26
COMPARATIVE DATA OF CETA OFFICE OPERATIONS FOR FISCAL YEARS 1981 & 1982

	FISCAL YEAR	
	1981	1982
FUNDING LEVEL		
Massachusetts CETA Grant Funding	$3.1 million	$2.2 million
CETA Office Budget	210,000	121,500
NUMBER OF PARTICIPANTS SERVED	2,100	1,500
STAFFING LEVEL	8	4.5
NUMBER OF PROGRAMS FUNDED		
Electronics	14	6
Secretarial/Accounting	6	6
Prevocational	6	1
Machinist	5	2
Drafting	3	3
Allied Health	3	3
Culinary Arts	3	2
Multicluster	3	2
Welding	2	1
Construction Trades	2	1
Day Care Teacher	2	0
Diesel Mechanics	1	2
Material Management	1	0
Phototypesetting/Printing	0	1
Building Custodial	0	0
Automotive Repair	0	0
	51	30
PROGRAMS SERVING PRIORITY POPULATIONS		
Displaced Homemakers/AFDC Recipients	13	8
Handicapped	4	0
Offenders	3	2
Limited English Proficiency	3	1
	23	11
TRAINING SITES		
Public Secondary/Post Secondary	24	11.5
CETA Skill Centers	11	12
Private/Proprietary Schools	9	4
Correctional Facilities	3	2
Community Based Organizations (CBO's)	2	.5
Private Industry	1	0
Union - Operated Site	1	0
	51	30

VIII. PARTICIPATION OF LOCAL ADVISORY COUNCILS

In order to be eligible for federal vocational education funds, each local education agency is required to have an operating Local Advisory Council. Local Advisory Councils consist of representatives from the general public, business, industry, and organized labor. The councils are expected to advise on current job needs and the relevance of programs and courses being offered by local education agencies.

The Local Advisory Councils in the Commonwealth of Massachusetts assisted the occupational programs in the following ways: evaluated the relevance of program content in accordance with the requirements of actual occupations; developed occupational opportunities; advised on curriculum, equipment, methods of instruction, and facilities; supplied information about jobs available for graduating students; provided assistance to local school personnel in the application for state and federal funds; and supplied accurate and timely information on local manpower demands, job market trends, technological development , and opportunities for post-secondary training.

The following specific case studies illustrate the results of Local Advisory Councils' participation in vocational education programs.

Franklin Public Schools: During the implementation of Project Data I, the Advisory Committee provided input regarding the selection and configuration of relevant computer equipment. In addition to the grant award, the school district received a corporate contribution and a local donation to purchase hardware for the project.

Boston Public Schools: The Advisory Council of the Marketing and Distributive Program for the Deaf was made up of fourteen local businesses and industries. The advisory council assisted in the conceptualization, development, and implementation of the program, and provided valuable input in the curriculum development process. In addition, council members employed trained students. The school/industry/ community relationship was strengthened and maintained through the liaison work of an occupational specialist in the school.

Worcester Public Schools: The Advisory Committee of Project Data Processing/ Word Processing insured that the city's contribution to the project was relevant to its objectives. The school district needs were established as a high priority by the city.

High School of Commerce, Springfield: As a result of the Local Advisory Committee for the Commerce Improvement Project, a strong relationship developed between the Massachusetts Mutual Insurance Company and project staff. Massachusetts Mutual staff worked directly with students and staff within the word processing component. Specific benefits to students included:

- Weekly contact with professional word processing personnel and methods.
- Periodic exposure to the Massachusetts Mutual processing system.
- Direct contact with a potential employer within the skill area.
- Employment for some students.
- A professional evaluation on an ongoing basis of the entire project with recommendation for improved linkages.

Pathfinder Vocational Technical, Palmer: Additions of equipment in Machine Shop Equipment Upgrade have provided up-to-date skills training in data processing. The upgrading of this skills training program was closely tied to Advisory Committee recommendations.

Attleboro High School With the expansion of high technology in the Attleboro area, the electronics program was upgraded to prepare students for entry level jobs. In order to meet this objective, members of the Advisory Committee (Electronics Skills Development in the Electronics Industry) assisted in revising the electronics curriculum. Advisory Committee members and instructional staff held a series of meetings to discuss such topics as types of equipment, training models, and supplies that could be purchased. In addition, an electronics firm provided the services of an electronic technician for four hours a day to assist instructors with program implementation.

Table 27 illustrates the wide variety of membership on local advisory councils by regions. Overall membership included approximately 100 handicapped persons, 140 racial and linguistic minorities, 630 females, 260 labor representatives, 350 persons from local industry, 460 from other business areas, 430 educators, 140 students, 250 parents, and 230 community agency representatives.

TABLE 27

Local Advisory Council

Membership Composition and Representation

REGION # and NAME	COUNCIL MEMBERS REPORTED		COMPOSITION						TYPE OF REPRESENTATION															
			Handi-capped		Racial/ Linguistic Minority		Female		Labor		Industry		Business		Education		Student		Parent		Community		Other Agency	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
I Greater Boston	384	17	5	1	21	6	111	30	38	10	88	24	77	20	46	12	25	7	44	12	44	11	17	4
II Northeast	496	22	27	5	39	8	150	30	49	10	76	15	88	18	107	22	16	3	60	12	63	13	37	8
III Central MA	583	26	20	3	23	4	158	27	40	8	74	13	138	24	130	22	40	7	70	12	58	10	25	4
IV Southeast	322	14	17	5	34	11	87	27	44	14	53	17	63	20	55	17	20	6	38	12	35	11	14	4
V Springfield	324	14	23	7	19	6	82	25	66	20	36	11	64	20	72	22	31	10	27	8	14	4	14	4
VI Pittsfield	134	6	10	8	2	2	40	30	13	10	19	14	32	24	24	18	10	8	14	11	16	12	6	5
TOTAL	2243	100	102	5	138	6	628	28	258	12	346	15	462	21	434	19	142	6	253	11	230	10	113	5

The following description is an example of a cooperative program that took place during FY 1982.

> Old Colony Regional Vocational Technical High School. Recognizing the importance of work experience, the Co-op Counselor Project expanded cooperative placements to all its vocational education programs. The overall goals were to increase employer participation, find positions for handicapped students in areas related to their programs, and place females in non-traditional jobs.
>
> Although the high school is located in a rural setting, the staff was successful in finding cooperative work placements for 97 students. Of these, 25 were handicapped, 22 were female, and 2 were minority. Correspondence attested to the cooperation that had developed between school personnel and employers.

Employer's Satisfaction Survey

A 1982 Massachusetts Employer's Satisfaction Survey was conducted by an outside consulting firm, under a contract with the Division of Occupational Education. The study was undertaken to assist the Division in ascertaining how satisfied employers are with completers and leavers they have hired. It will further aid in determining the effectiveness of vocational education programs and the program areas in which improvement is needed.

Over 7,300 former students from the class of 1979 and 1980 were identified and contacted. Responses were received from approximately 1,550 completer/leavers and 800 of their employers/supervisors regarding several aspects of the former student's vocational training and/or job performance.

The results of the study indicate that the great majority of employers and supervisors feel that Massachusetts vocational secondary schools are effectively preparing students for employment. Of the 775 employers and supervisors throughout the Commonwealth who participated in the study, 80-90% rated former students' vocational training and/or job performance as "good" to "very good" in terms of Technical Knowledge, Work Attitude, Work Quality, Overall Training/Performance, and Relative Preparation. The findings also indicated that supervisors tend to be almost as positive in rating (65-85% responding "good of "very good") the training or job performance of former students who are employed in jobs which are not related to their field of training.

Of the five aspects of occupational training and job performance examined--employers gave one a consistantly high rating--Work Attitude. This finding appears to support the notion that the vocational schools impart more than skills to their students. They provide them with an outlook and demeanor which is recognized and appreciated by employers and supervisors. The fact that supervisors were more positive in their ratings of Work Attitude than were the former students themselves strengthens this interpretation.

Seven major findings of the study are summarized as follows:

1. Employers and supervisors are very satisfied with vocational students' training and/or job performance.
2. Employers and supervisors rate former vocational students as better prepared than co-workers.
3. Employer's and supervisors' ratings were unaffected by completer/leavers' individual characteristics.
4. Employers' and supervisors' rating do vary by completer/leaver's educational characteristics.
5. Former students give their vocational training high marks.
6. Academic preparation lags behind vocational training.
7. Vocational schools vary significantly.

Results of Services to Special Populations.

Vocational education programs were targeted to the following special populations: women, members of minority groups, handicapped persons, disadvantaged persons, and persons of limited English proficiency.

Federal funds and program development efforts were directed to increase the enrollments in occupational education programs of minority, handicapped limited English proficient and female students previously underrepresented in occupational education. Grant awards totaling $4,456,952 were awarded to school districts for these special populations. High school enrollments in occupational education are listed for the following priority populations: minority (18,091), handicapped (19,441), and limited English proficiency (5,741).

Significant progress was made in the improvement of the admission plans process for the 46 selective vocational schools. As a result of streamlining the process, a significant burden was eliminated from the school districts. During fiscal year 1982, major emphasis was directed toward the approval of the admissions policy of each selective school. Specific technical assistance was provided to each of the selective schools in ensuring the provision of services for all priority populations.

Occupational education programs for special needs students at the secondary level were jointly funded by the Divisions of Occupational Education and Special Education. $922,368 was awarded by the Division of Occupational Education to 38 school districts for skills training programs for secondary students with special needs.

The federal vocational education regulations of the Office for Civil Rights and the Department's "Methods of Administration" continued to be implemented through the use of monitoring instruments specially designed for the process.

The following vocational education programs represent the types of services provided to special populations throughout the Commonwealth.

Tri-County Regional Vocational High School/Franklin. The vocational resource teacher gave supplemental instruction to 25 special needs students who were mainstreamed in regular Chapter 74 vocational programs. During the year the teacher also met regularly with approximately 75 special needs students enrolled in vocational exploratory programs in consultation with other staff.

The success of the program is attributed to the functioning of the vocational teacher in a consulting role and the amount of time spent meeting individually with special needs students. Through these preventative measures, a number of students were able to function successfully in a regular program setting.

Boston Public Schools. A Marketing and Distribution program assigned for the deaf provided skills training to those students. Instruction and job supervision were conducted in the areas of merchandising, marketing, retailing, distribution, and manufacturing. A school store, which functioned as a training facility, was operated by students enrolled in the program. In addition, academic and counseling support services were provided. As a result of the program, students developed sufficient skills to be placed in entry level jobs after graduation.

Worcester Public Schools. Among the 269 students enrolled in Project P.M., 180 qualified as disadvantaged. The thrust of the project was to give participating students vocational training in a wide variety of areas including carpentry/cabinetry, graphic arts, automotive/diesel, occupational foods, home/plant maintenance, electronics/electricity, metals technology, computer technology, and business/office. Using existing facilities (shops) at South Community High School, the program took place during after school hours. Low-income youth received a stipend from the Neighborhood Youth Corps and Youth Employment Fund. After being monitored and evaluated as a successful vocational training strategy, the program was in its second year of funding.

Quincy High School. Approximately 17 female students in The Teen Mother Skill Training program received support services, parenthood education, skill training in business and child care, and employment placement. Located in a church near the high school, the site insured privacy as well as convenient access to the high school for those girls enrolled in classes there. As a result of this innovative program, students were able to continue their education in a supportive environment and learn job entry skills.

Braintree. Approximately 19 handicapped students in the Stenographer, Secretarial and Related Program at Braintree High were taught key punching and data processing skills. The primary goal of the program was to enable students to qualify for entry level jobs. A full-time project instructor was hired to coordinate teaching activities and provide assistance to the mainstreamed handicapped students. In a separate training laboratory, the nineteen handicapped students learned some or all functions of the word processing equipment, CRT terminals, memory, and electronic typewriters. The skills acquired improved the students' ability to compete for entry level jobs.

Peabody Vocational High School and Higgins Junior High School. Project Return continued to identify 70 limited English speaking Portuguese and Hispanic students who were considered to be potential or actual dropouts. This year the project was expanded to include 15 to 18 year old students who had not completed 8th and 9th grades. A bilingual counselor was hired to counsel and support the students.

Use of evaluations to improve vocational programs.

Program evaluation information was used by school systems to improve vocational education programs throughout the Commonwealth. The following specific cases illustrate the program improvement process.

Franklin Public Schools. The original location of the computer equipment made it difficult for students in Project Data I to have access to the equipment during the scheduled school day. During an on-site evaluation this problem was noted and a plan to relocate the equipment was established. As a result of the relocation, the 32 students had easier access to the computer equipment.

Worcester Trade Complex. The Minority Community Outreach Project was designed to increase the enrollment of minorities and to reduce sex stereotyping in the school. During the initial implementation and planning stages, the regional center staff worked cooperatively with the school district staff and the project's consultant. The project was extended into the fall to allow a number of objectives to be redesigned and implemented. One of the significant modifications included a summer program.

Hampshire Educational Collaborative. After the facility which housed the culinary arts program closed, a substitute location was found in a middle school demonstration kitchen. which enabled the continuation of the program. Following the first evaluation visit, the program received a negative report based on a lack of commerical grade equipment.

As a result of the report, the collaborative's vocational director solicited the help of the local schools' administrators, local businessmen, and a large commercial foods chain director. In response, local businessmen made available a commerical planner who designed a complete foods kitchen layout. The commercial foods chain supplied reconditioned fast foods equipment and the school administration funded the installation of a commercial stove and accompanying hood. Access to a private dining area in the school was also provided.

Blue Hills Technical School. Recognizing that a major reason for attrition from the electronics shop was the large amount of paper work and the high level of written material, a course was designed to present electronics through electronic devices. By increasing hands-on training and minimizing narrative explanations, academically disadvantaged students were able to succeed in the course.

XI. USE OF FUNDS FOR POST-SECONDARY AND ADULT EDUCATION PROGRAMS

Post-secondary funds were used to meet both the needs of the adult population and industry. Although federal funds were limited, local institutions conducted cost effective programs. During the year, local advisory committees were active and as a result of their input, curricula were designed to meet the needs of industry.

Some 15 community colleges, 16 vocational schools, and eight penal institutions had access to the post-secondary set-aside funds. These funds were used to support programs in four major areas: data processing, business education, electronics, and health.

Federal funds were used to fund programs for incarcerated individuals. A Job Skills Program at the Berkshire County House of Correction is cited as a model program. As part of this program, the inmates built and remodeled a court room which included the construction of furniture and interior renovations. Emphasis was placed on classroom related activities and skill development.

Inter-agency training programs were primarily aimed at retraining unemployed teachers and other governmental personnel. These programs concentrated in the data processing and technical writing areas. Job placements following these programs averaged 90%.

Nine community colleges and vocational schools received federal funds to provide training programs for the displaced homemaker. In order to meet the needs of the individual and industry as soon as possible, the majority of these training programs lasted a maximum of six months.

When applying for federal funds, applicants were required to project an anticipated enrollment in the following priority populations: female, disadvantaged, handicapped, minority, and limited English proficient adults. Quarterly Progress Reports from the participating institutions compared projected enrollment figures with actual enrollments.

Apprenticeship Training

Due to the availability of $400,000 in state funds, the local vocational schools provided related work classes for apprentices. Because both federal and local monies were unavailable in FY 82, the state funds defrayed 100% of the local teachers' salaries in these classes.

Classroom work in mathematics, science, and drawing was an essential component of the training. Classes were conducted in the state-aided vocational schools with varied schedules due to the availability of physical resources. The classes were conducted two or three evenings per week and in some communities classes were scheduled on Saturday.

Responses to the Recommendations Contained in the Advisory Council's 1982 Annual Report

RECOMMENDATION 1

THAT THE DIVISION OF OCCUPATIONAL EDUCATION AND THE DEPARTMENT OF MANPOWER DEVELOPMENT JOINTLY PRODUCE A PLAN TO ADDRESS THE FOLLOWING (MINIMUM NUMBER OF) TOPICS:

A. WAYS IN WHICH VOCATIONAL SCHOOLS CAN ACHIEVE CLOSER TIES WITH ORGANIZATIONS HAVING ECONOMIC DEVELOPMENT OBJECTIVES.

B. WAYS IN WHICH VOCATIONAL SCHOOLS CAN RESPOND MORE QUICKLY TO CHANGES IN LABOR MARKET NEEDS IN MASSACHUSETTS AND NEW ENGLAND.

C. WAYS IN WHICH VOCATIONAL SCHOOLS, ADMINISTRATORS AND DELIVERERS CAN TAILOR PROGRAMS TO SPECIFIC EMPLOYER AND STUDENT NEEDS; AND

D. WAYS IN WHICH STATE LEVEL AGENCIES CAN PROVIDE TO LOCAL LEVEL SERVICE DELIVERERS IMPROVED KNOWLEDGE AND TECHNICAL ASSISTANCE REGARDING ECONOMIC DEVELOPMENT STRATEGIES.

Response 1

The Division of Occupational Education recognizes the need for implementing vocational education programs that promote economic development at the local level. In its five-year State Plan for fiscal years 1983-87, the Division included a specific goal aimed at promoting economic development at the local level. The Division accepts the council's recommendation that program offerings promote economic development.

RECOMMENDATION 2

THAT THE DIVISION OF OCCUPATIONAL EDUCATION AND THE DEPARTMENT OF MANPOWER DEVELOPMENT JOINTLY UNDERTAKE A STUDY TO ASSESS THE DEGREE TO WHICH THE QUALITY AND AVAILABILITY OF VOCATIONAL EDUCATION AND OTHER EMPLOYMENT AND TRAINING PROGRAMS ARE FACTORS IN THE STARTING OR EXPANSION OF BUSINESSES IN MASSACHUSETTS.

Response 2

The Division will explore the feasibility of undertaking such a study with representatives of the Department of Manpower Development.

RECOMMENDATION 3

THAT THE DIVISION OF OCCUPATIONAL EDUCATION ESTABLISH A STAFF UNIT RESPONSIBLE FOR COORDINATING ECONOMIC DEVELOPMENT ACTIVITIES.

Response 3

While the Division recognizes the importance of economic development, it is not fiscally possible at this time to establish a staff unit for the coordination of economic development activities. It is vital that this priority become integrated into current operations of the Division.

RECOMMENDATION 4

THAT THE DIVISION OF OCCUPATIONAL EDUCATION REFINE THE GOALS AND OBJECTIVES IN THE 1983-87 STATE PLAN TO MAKE CLEARER THEIR RELATIONSHIP BOTH TO LOCAL NEEDS ASSESSMENT AND TO THE OPERATIONAL STRATEGIES SET FORTH IN THE PLAN.

Response 4

The Division is always receptive to the Council's ideas about improving the planning process. The Council's participation will be elicited to continue the refinement of the State Plan goals and objectives.

RECOMMENDATION 5

THAT THE DIVISION OF OCCUPATIONAL EDUCATION REORGANIZE THE 1983-87 STATE PLAN UNDER THE FOLLOWING MAJOR HEADINGS: NEEDS ASSESSMENT, RESOURCES, GOALS, OPERATIONAL PLAN AND EVALUATION.

Response 5

The Division will involve the Council in its refinement of the State Plan.

RECOMMENDATION 6

THAT THE DIVISION OF OCCUPATIONAL EDUCATION ADD TO THE STATE PLAN FOR VOCATIONAL EDUCATION A CLEAR EXPLICATION OF THE PURPOSE OF EVALUATION, THE CRITERIA FOR JUDGING QUALITY AND THE WAY IN WHICH THE RESULTS OF EVALUATION WILL BE USED TO MAKE DECISIONS ABOUT FUNDING.

Response 6

The Division of Occupational Education, as with the other recommendations on the State Plan modifications and refinement, will elicit the Council's active participation on refinements with respect to evaluation.

RECOMMENDATION 7

THAT THE DIVISION OF OCCUPATIONAL EDUCATION STUDY THE FEASIBILITY OF AMENDING THE STATE SCHOOL AID FORMULA AND CHAPTER 74 IN SUCH A WAY AS TO DIRECTLY LINK STATE AID TO VOCATIONAL EDUCATION WITH STUDENT PLACEMENT RATES.

Response 7

While this recommendation may warrant consideration, it is the position of the Division that the school aid modifications be addressed across program areas based upon equality of educational opportunity within the Commonwealth.

RECOMMENDATION 8

THAT THE DIVISION OF OCCUPATIONAL EDUCATION COMPILE AND DISSEMINATE A PROGRESS REPORT ON ACTIONS TAKEN BY THE BOSTON SCHOOL DEPARTMENT, AS OF DECEMBER 31, 1982, TO ADDRESS THE FINDINGS CONTAINED IN: (A) AN EVALUATION OF OCCUPATIONAL EDUCATION IN THE BOSTON PUBLIC SCHOOLS, JANUARY 31, 1981; (B) AN EVALUATION OF OCCUPATIONAL EDUCATION PROGRAMS AT THE HUBERT H. HUMPHREY OCCUPATIONAL RESOURCE CENTER, AUGUST, 1982; AND (C) AUDITOR'S REPORT 035 BOSTON PUBLIC SCHOOLS, JUNE 15, 1981.

Response 8

In its December 23, 1982 Memorandum and Orders of Disengagement, the Federal District Court ordered the Massachusetts Board of Education to take certain responsibilities for the ongoing resolution of the Boston School Desegregation Case for at least two years. Vocational and Occupational Education are key components of the case. The Court has identified a listing of 12 outstanding orders which the Department of Education must monitor. Vocational/Occupational Education is one of those orders.

The Division of Occupational Education has monitored several areas with respect to Vocational/Occupational Education in the Boston School Department. The results will be submitted to the Board of Education. The State Board shall submit a written report to the Court, parties and the Citywide Parent Council by July 15, 1983. After approval, the report will become available to the public.

RECOMMENDATION 9

THAT THE BOSTON SCHOOL DEPARTMENT BE REQUIRED TO RESPOND TO THE ALLEGATIONS AND FINDINGS LISTED ABOVE.

Response 9

The Boston School Department will be responsible to areas cited as not in compliance with Federal Court orders, state statutes and regulations.

RECOMMENDATION 10

THAT THE DIVISION OF OCCUPATIONAL EDUCATION REVIEW AND REVISE THE STATE PLAN FOR VOCATIONAL EDUCATION TO REFLECT WHAT THE FUTURE FOR VOCATIONAL EDUCATION LOOKS LIKE NOW IN LIGHT OF THE EFFECTS OF PROPOSITION 2 1/2.

RESPONSE 10

The Division accepts this recommendation.

RECOMMENDATION 11

THAT THE DIVISION OF OCCUPATIONAL EDUCATION DEVELOP AND DISSEMINATE A POSITION WITH RESPECT TO THE FOLLOWING ISSUES:

1. IS VOCATIONAL (JOB SPECIFIC) PREPARATION BEST CARRIED OUT ON THE SECONDARY OR POSTSECONDARY LEVEL? WHY?

2. WOULD OFFERING ALL VOCATIONAL EXPLORATORY PROGRAMS AT THE 9TH AND 10TH GRADE LEVELS IN LOCAL HIGH SCHOOLS AND INTENSIVE SKILLS TRAINING PROGRAMS AT THE 11TH AND 12TH GRADE LEVELS IN REGIONAL VOCATIONAL SCHOOLS BETTER MEET STUDENTS NEEDS AND MAKE FOR A MORE COST-EFFECTIVE DELIVERY SYSTEM? WHY OR WHY NOT?

3. (HOW) CAN INDUSTRIAL ARTS AND OTHER OCCUPATIONAL EDUCATION PROGRAMS OFFERED IN COMPREHENSIVE HIGH SCHOOLS BE RESTRUCTURED TO MAKE THEM MORE SKILLS INTENSIVE?

4. SHOULD INDUSTRIAL ARTS RECEIVE FEDERAL FUNDING UNDER P.L. 94-482? WHY OR WHY NOT?

5. SHOULD THE PRESENT DEFINITION OF WHAT CONSITITUES VOCATIONAL EDUCATION UNDER MASSACHUSETTS GENERAL LAWS CHAPTER 74 BE BROADENED? WHY OR WHY NOT?

6. HOW MIGHT CURRENT STATE LAWS AND REGULATIONS REGARDING APPROVED VOCATIONAL PROGRAMS AND REQUIRED SUBJECTS BE MODIFIED IN ORDER TO GUARANTEE FULL ACCESS BY ALL STUDENTS TO VOCATIONAL OFFERINGS IN COMPREHENSIVE HIGH SCHOOLS?

7. HOW CAN TRUE ARTICULATION AND COOPERATION BETWEEN OCCUPATIONAL AND VOCATIONAL PROGRAMS AND BETWEEN OCCUPATIONAL/VOCATIONAL PROGRAMS AND THE GENERAL EDUCATION COMMUNITY BEST BE EFFECTED?

Response 11

Each of these issues requires months and perhaps years of study by several statewide level task forces. The Division is receptive to undertaking an internal assessment of the feasibility of allocating resources to each of the areas above.